



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MONYMUSK SCHOOL

LAST UPDATED: October 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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

- The positive **ethos** (**'Do Our Best'**) in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking into account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council and Pupil Groups, children are encouraged to be involved in developing the work of the school, thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims, these were created collaboratively with pupils, staff and parents and are regularly reviewed and updated. 'Do Our Best' is the overarching vision statement for the school. The school values are Respect, Effort, Careful Thinking, Fairness, Inclusion, Kindness and Honesty with the 'Child at the Centre' of all decisions. Our aims are to try as hard as we can, think about what we do affects ourselves and other people, feel welcome and a valued part of the school, listen to each other and understand that we all have rights, have equal opportunities for all and help others be happy.
- At Monymusk 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 and providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others
 - Effective Contributors:** Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings and providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others.
 - Successful Learners:** Providing quality learning experiences which inspire and motivate our young people to become successful Learners and encouraging all to reach their full potential through stimulating and independent learning.
 - Confident Individuals:** Providing a safe, secure and supportive environment where children feel confident to tackle new challenges and encouraging the pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
- Analysis of the **SIMD data** shows that no child at Monymusk Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Monymusk 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 Alford Cluster that support mental health and resilience, and to compliment this, staff training opportunities will be extended. In addition, the school will continue to invest in digital literacy for all pupils and further develop learning (indoor and outdoor) opportunities. 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 Monymusk 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.

High levels of performance

Children are making good progress in their learning across all curricular areas.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and 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 engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at Monymusk school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL (Career Long Professional Learning) to enhance their own practice and maximise impact for learners.

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. There is great commitment to improvement and to the school values.
- Staff have been committed to taking lead roles in school improvement initiatives such as outdoor learning, 1+2 (French and Doric) and developing number sense to benefit outcomes for all our young people. In addition, staff have taken on leadership roles in 'Learning for Sustainability' and pupil voice groups. 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. The majority of parents feel that staff are approachable, feel confident to express their feelings and to voice their opinion in staff and school development.
- 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 in certain improvement projects.
- HGIOS4 has been introduced and relevant Quality Indicators are 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. Sharing Our Learning events, Community Cafés; School Blog, audits.
- Staff engage with professional learning/CPL opportunities through ALDO (Aberdeenshire Learning and Development Online). Professional Review and Development (PRD) procedure is implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- All stakeholders are involved in reviewing and evaluating our strategic plan.
- Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, Learning Logs, targets, IEPs, PLPs, peer and self-assessment.

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, aims and commitment to learning.
- The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.

Identified priorities for improvement:

- Use of HGIOS 4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners.
- Enhance approaches to engage staff in professional dialogue and enquiry 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 relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Extend confidence and effectiveness in use of HGIOS4</p>	<ul style="list-style-type: none"> - School improvement planned around selected QI's that focus on experiences for children - Staff confidence in self-evaluation enhanced - Learners, parents and other stakeholders consistently engaged in self-evaluation - Impact of improvements for learners to be better collated to show how they benefit 	<ul style="list-style-type: none"> - Evaluation will show that by January 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 focusing on their own learning
<p>2. Increase use of evidence and research to support professional learning</p> <p>Achieving quality and consistency in learning across Aberdeenshire: Alford Cluster Learning and Teaching twilight sessions</p>	<ul style="list-style-type: none"> - Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners - Consistent approach to use of learning intentions and success criteria across the school/cluster 	<ul style="list-style-type: none"> - Reflective cluster activities completed by February 2018 - Staff to source examples of evidence-based school improvement - - February 2018, planned staff activity on evidence-based improvement-planning - Impact on learners seen following application of revised classroom approaches(on-going)
<p>3. Improve use of attainment data to raise attainment</p>	<ul style="list-style-type: none"> - Analysis of attainment data forming a coherent part of planning for improved learning - Junior LEAPS (Learning Pathways) in place across Alford Cluster supporting moderation, in addition to tracking and monitoring of pupils. - Progress and attainment improved for all learners 	<ul style="list-style-type: none"> - Staff focus-group setup and liaison with parents on revised approaches , April 2018 - September 2018 – school policy draft to discuss with staff/parents - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018
<p>4. Continue to develop the school community as leaders of learning: Leadership and Management Project</p> <ul style="list-style-type: none"> - Clarify roles and responsibilities - Consider strategies to manage change and personal resilience. 	<ul style="list-style-type: none"> - Increased understanding of roles within the school - Confident and happy staff - Secure and confident pupils 	<ul style="list-style-type: none"> - Staff will confidently lead school development and improvements

<p>2018-2019 - School Leadership Development Framework: Staff to read/discuss and identify next steps.</p>	<p>- School Leadership development framework in place</p>	
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Evidence of progress/comments/identified next steps:

Date: 19/9/17 – Leadership & Management project: Twilight session with Lucy Angel. Follow up on November in-service day

Date:

Date:

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
- Regular one to one 'catch-ups'
- Observations of lessons by head teacher and peers to ascertain embedding of revised approaches to supporting learning
- Evaluation activity on leadership at all levels
- School Improvement Plan
- PRD records
- Feedback from parent council discussions
- Parent audit

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings start with a review of SIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff and 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 CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- Overall, the changes pursued by the school are having a positive impact on young people

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.
- Frameworks (Monymusk School and Aberdeenshire) have been introduced and are used to inform planning and identify next steps in learning.
- Transitions are well-supported: Monymusk Playgroup regularly use the school library, hall and outdoor area for learning. There is an extended P1 transition which includes optional informal sessions. Monymusk School continues to collaborate with a number of other local schools to provide a wide variety of learning opportunities throughout P1 to P7, including residential trips.
- Regular outdoor learning experiences have been incorporated in to the weekly planning of the school and children benefit from a wide and varied curriculum and learning experiences.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners.
- Positive engagement with parents encourages them to take an interest in their child's learning. The wider community of Monymusk also play a very active role within the school and the children's learning; volunteering throughout the school, helping with improvements and joining together for community projects.
- ICT is used widely across the curriculum to support teaching and learning experiences with P6,7 pupils now using individual iPads.
- Tracking formats 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 positive relationships in the school based on shared vision and values and a respect for learning.
- Staff and pupils are encouraged to take on leadership roles within the school.
- The high quality of personalised support based on application of clear information about learners and their needs.
- Monthly 'Staff Wellbeing' sessions for staff across the cluster take place. Also 'catch up' conversations and PRD and EDRS meetings.

Identified priorities for improvement:

- Increase consistency in integrating assessment in children's learning.
- Introduction of LEAPS across Alford cluster
- Further develop and enhance learning through digital literacy
- Continue to develop leadership across the school
- Extend capacity to support family learning (Audit in 2017-2018 and develop in 2018 – 2019IP).

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Engage in the Career Education Standard - DYW, audit current awareness/practice and plan next steps</p> <p>2. Creativity- engage and plan next steps.</p> <p>3. Learning for Sustainability (LfS): continue to embed across the school and community:</p> <ul style="list-style-type: none"> • LfS CPD GW • Include in all planning, learning visits, across IP • Cycle Friendly School Award • Koolskools uniform option • Fairtrade School Award. Gauge interest in Monymusk village applying for Fairtrade award • RRS Level 2: Teacher training (Nov 2017) and assessment 	<p>- Develop DYW framework for Monymusk School. - Pupils, parents and staff will have an increased awareness and understanding of DYW and its place within/throughout the curriculum.</p> <p>Children are motivated, ambitious for change, confident in their capabilities and the validity of their own viewpoint, able to transfer their creativity skills to other contexts and able to lead and work well with others.</p> <p>Learning for Sustainability will be embedded across the school.</p> <p>Pupils will have a clear understanding about what LfS means and why it is important.</p> <p>The wider community will learn more about LfS through Monymusk School.</p> <p>June 2018 application made re RRS level 2 status</p>	<p>- Pupils ability to link skills that they are learning/developing to those in the workplace. - Awareness of jobs in the community.</p> <p>- Learning conversations - Observations of pupils</p> <p>- Involvement from the local community. - Fair Aware Award</p> <p>Accreditation to RRS level 2</p>

<p>4. Increase consistency of integrating assessment in children's learning</p> <p>5. Review profiling within the school and clarify practice.</p> <p>6. Further investigate and develop the use of digital literacy throughout the curriculum – Engage with 'Technologies: Assessing progress and Achievement', Summary of 50 references to 'digital' in HGIOS4 and SALS.</p>	<ul style="list-style-type: none"> - Improved data on children's progress used consistently to advise on next steps in learning - Revised, effective system of tracking and monitoring - Increased attainment at all levels as shown in SNSA 	<ul style="list-style-type: none"> - Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment.
<p>7. Investigate capacity to support family learning (Audit in 2017-2018 and develop in 2018 – 2019IP).</p>	<ul style="list-style-type: none"> - Children's learning enhanced by increased parental confidence and interest in learning - Further increase in positive relationships with parents - Parents from all backgrounds engaging in school activities and events 	<ul style="list-style-type: none"> - HT raising issue with Parent Council September 2018 will confirm school wish to engage parents - HT to seek QIO/Education Scotland advice and work with CLD to propose best model to support parental learning- on-going - Draft programme of family learning to be published by the school by June 2019 - HT to return issue to Parent Council and publicise programme for Family Learning published - September 2019 plans implemented - On-going thereafter, annual evaluation activities will see % of parents engaged with the school, learning through the school and supporting more actively the learning of their children

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

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 and peers.
- 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 audits and evaluations
- Cluster / peer school moderation.
- Achievement walls

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- 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/social media.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. There are opportunities for further development 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, including 'Silent Study', 'Discovery Time', use of the outdoors and integrated days.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- 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. Forward plans include reference to Global Goals, Learning for Sustainability, CRC articles and DYW.
- Developing Number Sense training has been attended by staff and is being rolled out and embedded to promote understanding and confidence in numeracy.

Level of quality for this QI: 3

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:

- The majority of children at Monymusk School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF to support equity of outcome for learners who have mental health and wellbeing challenges in their lives, in addition to pupils who have fallen behind with literacy and numeracy in the first years of primary school.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties, including the Equalities Act.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning (1to1 Ipads in P6,7) and a focus on creativity allows children to develop a wide range of skills and attributes, including a wide range of additional strategies to support pupils with ASN e.g. bike trail, active trail, quiet room. Support time is used well across the school. Standardised data is used effectively to track progress and identify areas requiring targeted support.
- The school is adopting a dyslexia and autism friendly approach. Toolkits to support this are available in all classrooms.

Key strengths:

- A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- Creative solutions to support pupils with ASN
- The confidence and wellbeing of children across all years.

Identified priorities for improvement:

- To raise further levels of attainment in numeracy.
- To extend the schools commitment to the promotion of diversity.
- To develop a cohesive strategic plan for wellbeing across all aspects of school-life.

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

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Further raise levels of attainment.</p> <ul style="list-style-type: none"> - Achieving quality and consistency in learning across Aberdeenshire: Alford Cluster Learning and Teaching twilight sessions - Re-visit Rationale and Curriculum Design 'Stepping-Up' tool in order to identify next steps. - Re-visit Assessment and moderation stepping up tool in order to identify and plan next steps - Re-visit 1+2 self-evaluation and planning tool to identify plan next steps, in order to progress from 'engage' to embedded. - Clarify and finalise cycle of Moderation within the school. 	<ul style="list-style-type: none"> - Standardised assessments will show increase across in performance against all measures - Overall, levels of attainment will be equal to or better than predictions for the school 	<ul style="list-style-type: none"> - Ongoing: analysis of attainment data in numeracy will show sustainable improvement across all measures
<p>2018 – 2019 To extend the school's commitment to promoting diversity</p> <ul style="list-style-type: none"> - Staff engage more fully in the Excellence and Equity 'driver diagrams to ensure that a strategic and planned approach to support diversity is in place. 	<ul style="list-style-type: none"> - All children will be aware of cultural, racial, religious, personal differences and the equal value all have. - Strategic and planned approach to support diversity in place. 	<ul style="list-style-type: none"> - Establishment of working group to focus on diversity (September 2018)will confirm school commitment - Children to be engaged in establishing diversity code for the school (January 2019) - May2019, revised school code in place - On-going school evaluation activities/classroom visits focus on children's awareness and tolerance of diversity

<p>2. Develop a cohesive strategic plan to promote wellbeing across the school</p> <p>3. Support mental health and wellbeing in all pupils: Use PEF funds to support and nurture positive mental health and wellbeing for all pupils:</p> <ul style="list-style-type: none"> - Mental health and wellbeing workshops for all classes, including GMHA workshops. - Bounce Back resource used across Alford Cluster - Digital Literacy: Purchase iPads to support personalisation and choice. <p>Consider/Audit the following in 2017-2018 2018 – 2019 IP: Pupil centred planning: Staff read and discuss. Consider PATH for whole school planning? (ALDO, EP training)</p> <p>2018 – 2019 IP: ADHD, Dyslexia, Autism Friendly schools: Investigate criteria, audit and plan next steps/create timelines.</p>	<ul style="list-style-type: none"> - Children have a planned sequence of interventions and activities that develop and maintain physical, emotional, mental and educational wellbeing - A more precise use of wellbeing indicators in evaluating school performance - As a result all attend, participate and flourish in the school environment <ul style="list-style-type: none"> - Children are confident, ambitious, motivated, imaginative, open-minded, confident, risk-takers, appreciate issues from different perspectives and take ownership of their learning and thinking. - Use of collaborative problem solving to approach underlying problems which cause unwanted behaviours. 	<ul style="list-style-type: none"> - Having liaised with QIO and other schools the HT will formulate a plan for consistent use of wellbeing indicators (February 2018) - February 2018 In-service day: all staff engage in mapping exercise re curriculum contexts for developing well being - May 2018, draft plan prepared - August 2018 plan adopted - Ongoing school evaluation activities will reflect on children’s wellbeing against cited indicators
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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.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded RRS Level One status.
- WWF and People Postcode Lottery Green Ambassador champions for Scotland
- Finalist in 'Inspiring Aberdeenshire - Best in Doric' award
- Better Energy Award 'special mention' winner
- Green Flag status confirmed for 11th year
- Positive views reflected by pupils and parents on their education and desire to learn at Monymusk School.
- Cluster/peer-led moderation exercises.
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Level One Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's.
- Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Every week we highlight a "Global Goal", linking the goals to the UNCRC rights, through assemblies, pupil voice and through posters in school, this in turn challenges discrimination, and intolerance. A more developed approach to diversity is however required.
- Each pupil is an individual with individual needs, aspirations and rights. 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
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation.
- There is a need to further develop approaches to ensure equity of outcome for all learners.

Level of quality for this QI: 4 Good

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality :

- Attainment in the school is improving. This is the case for all abilities and both female and male.
- The local Cluster schools meet to moderate writing but this could be extended in future to include numeracy.
- A tracking system has been in place but a more robust system is being developed (LEAPS).
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website.
- 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.
- 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 but there is room to further extend the range of leadership opportunities.
- A 'Developing Number Sense' approach is being developed to improve children's mental calculation skills. The impact has not been significant to date.
- Frequent opportunities are created for children to transfer skills and knowledge to different contexts.
- 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.
- 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.

Level of quality for this QI: 3 Satisfactory

5. What is our capacity for improvement?

- **The overall capacity for improvement at Monymusk 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
 - 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 QIO, parents and learners themselves that gives confidence in what we do
 - Positive feedback from the wider community.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Intermittent supply staff availability
 - Unreliable internet / connectivity issues
 - Budgetary constraints
 - Unrealistic expectations

6. Record of updating

Date	Amendment made	By who	Comment
May 2017	Alford Cluster: Meeting re: PEF and collaborating across local schools.	HT	<i>School committed to Cluster approach to raising resilience amongst pupils – PEF application also confirmed.</i>
Sept 2017	Alford Cluster update re: Junior LEAPS. Ongoing pilot.	HT	<i>School committed to cluster approach to tracking and monitoring – Junior LEAPS</i>