



Midmill School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024



School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and 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 Midmill 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?

How do we know?

What are we going to do now?

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 Midmill School 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 continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Katie Finch

Head Teacher

Vision, Values and Aims

Our School worked together (Parents, Pupils and Staff) to create our vision, values and aims shown below. These are exemplified daily across the school through our curriculum, pupil opportunities and whole school assemblies. We aim to have high standards and encourage children to aim for Excellence.



Building our community where everyone’s effort is valued.

	We aim to:
RESPECT	<ul style="list-style-type: none"> • Build strong relationships based on trust and honesty. • Celebrate diversity and value everyone’s contributions. • Appreciate and take responsibility for our environment and the wider world.
AMBITION	<ul style="list-style-type: none"> • Provide challenging and stimulating opportunities which support children to continually achieve. • Create an ethos where children are independent, motivated and active learners • Recognise individual talents and celebrate all success.
WORKING TOGETHER	<ul style="list-style-type: none"> • Work as a team to help and support each other. • Encourage everyone to “do their bit.” • Work closely with our parents and local community to enable continuous improvement as we strive for excellence.

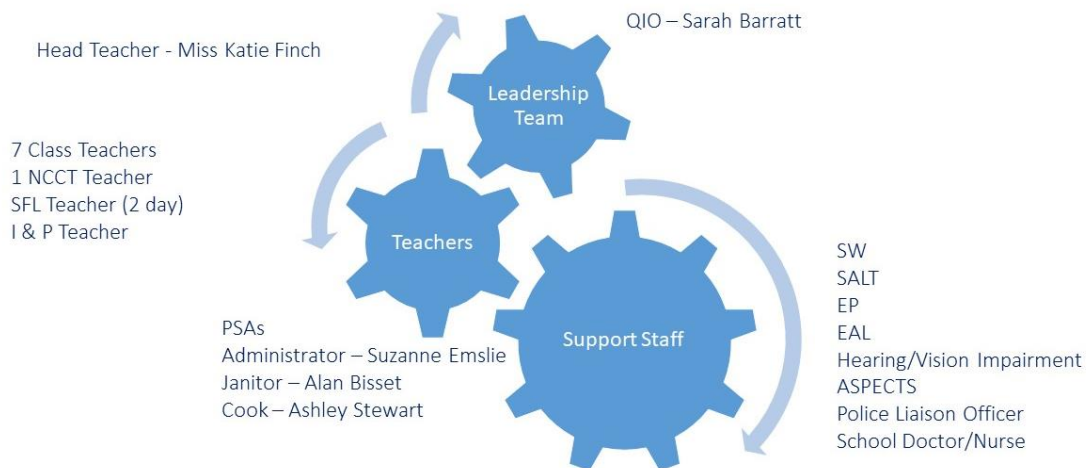
The School and its context

Midmill School is a purpose-built Primary School fit for 21st Century education that opened in November 2016 due to the increase in population to the village of Kintore. It is situated to the south of the village and its capacity is 540. The school has 19 teaching areas split into 4 zones which allow breakout space for each class. In addition, there is a large hall, dining area, library, music and drama room and community room. The two group room areas allow for flexible learning to take place for some of our learners with additional support for learning needs.

On leaving Midmill School at the end of P7 the pupils will transfer to Kemnay Academy. Midmill School is part of the Kemnay Cluster and works closely with Kemnay Academy as well as the other four primary schools in the Network – Alehousewells, Kemnay Primary, Kinellar and Kintore Schools.

Community links are a valued part of school life. The school is beginning to be used for a range of community activities, including before and after school clubs. The school has a very supportive Parent Council which contribute to the decision making of the school. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

When the school was opened in November 2016, it had 16 pupils. As a School Community, we are growing each year and now have 150 pupils in P1-7 and 30 pupils in our Nursery. We have seven classes this session and a committed staff team fulfilling several different roles.



Analysis of our SIMD profile shows that no child at Midmill School lives in an area of deprivation; the majority of children are in deciles 8, 9 and 10. We recognise the vulnerable pupils within our catchment, and we are using our PEF allocation to assess and put plans in place to improve literacy and numeracy attainment and health and wellbeing including employing a PSA to target wellbeing support.

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 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)																																														
<p>To improve learning and teaching through introduction of learning pathways in literacy, numeracy and health and wellbeing.</p>	<p>Create staff working group to support improvement and development of learning pathways across the curriculum. Health and wellbeing plan linked to SHANNARI, Decider Skills and UNCRC across three years. Literacy and Numeracy learning pathways shared with staff at the Aug 22/23 Inservice Day. Literacy Learning Pathway used across Session 22/23 and updated to related to Midmill throughout the year. Continued moderation activities within School and at Cluster level to support assessment. Numeracy resources reviewed and additional items purchased to support teaching of Numeracy. All new staff given training on restorative approaches, nurture and emotion coaching. All parents invited into school for literacy lesson throughout the year in each class. International Day of the Family celebrated and all parents invited in to share pupil learning linked to UNCRC. Find Out More Session on UNCRC for parents. All Assemblies linked to SHANARRI and UNCRC. Cluster Collegiate on Restorative Approaches and wellbeing.</p>	<p>Staff and pupils more aware of UNCRC, SHANARRI and how that relates to learning and wellbeing. Learning pathways used by all staff in literacy and health and wellbeing and Northern Alliance Numeracy Pathway used to support learning and teaching. This has provided a clear pathway for staff and learners in terms of progression through the curriculum. Literacy Learning pathway has been used for P1-7 and will support in handover to staff to ensure learning is pitched at the correct level. Pupils have enjoyed using new numeracy resources to support their learning. Attainment at P1, P4 and P7 has improved in reading, writing and numeracy and stayed the same or improved in Health and Wellbeing.</p> <table border="1" data-bbox="1391 1010 2098 1238"> <thead> <tr> <th>Class</th> <th>Year</th> <th>R</th> <th>W</th> <th>L&T</th> <th>N</th> <th>HWB</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P1</td> <td>21/22</td> <td>82.8%</td> <td>79.3%</td> <td>80.0%</td> <td>93.1%</td> <td>90.0%</td> </tr> <tr> <td>22/23</td> <td>90.0%</td> <td>90.0%</td> <td>80.0%</td> <td>100%</td> <td>90.0%</td> </tr> <tr> <td rowspan="2">P4</td> <td>21/22</td> <td>82.6%</td> <td>56.5%</td> <td>82.6%</td> <td>69.6%</td> <td>91.3%</td> </tr> <tr> <td>22/23</td> <td>90.9%</td> <td>81.8%</td> <td>90.9%</td> <td>81.8%</td> <td>95.4%</td> </tr> <tr> <td rowspan="2">P7</td> <td>21/22</td> <td>66.7%</td> <td>33.3%</td> <td>100%</td> <td>66.7%</td> <td>66.7%</td> </tr> <tr> <td>22/23</td> <td>84.6%</td> <td>76.9%</td> <td>84.6%</td> <td>76.9%</td> <td>92.3%</td> </tr> </tbody> </table>	Class	Year	R	W	L&T	N	HWB	P1	21/22	82.8%	79.3%	80.0%	93.1%	90.0%	22/23	90.0%	90.0%	80.0%	100%	90.0%	P4	21/22	82.6%	56.5%	82.6%	69.6%	91.3%	22/23	90.9%	81.8%	90.9%	81.8%	95.4%	P7	21/22	66.7%	33.3%	100%	66.7%	66.7%	22/23	84.6%	76.9%	84.6%	76.9%	92.3%
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Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)																																						
<p>To improve pupil wellbeing and interactions through outdoor learning opportunities and play.</p>	<p>Staff Working Group created for outdoor learning. Staff Working Group created for Play. Outdoor Learning: OL progression developed for Midmill School Worked towards our RSPB Wild Award. Eco Group has worked to introduce a clothing rail so all pupils are able to engage in OL and clothes can be reused. Green Spaces Group has developed a sensory garden. Grab and Go boxes for each coloured area has made learning outdoors more accessible for all classes. Each class engaged in growing and planting. All Pupils engaged in replanting trees in Gauchhill wood following storms last year. Play Cluster Collegiate on Play – KAPLA bought for each class to support learning through play. Play working group has visited other school to gather information on how play is being used across the school.</p>	<p>Tracking of pupil wellbeing has improved or remained the same from session 21/22 into session 22/23.</p> <table border="1" data-bbox="1393 481 1697 995"> <thead> <tr> <th>Class</th> <th>Year</th> <th>HWB</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P1</td> <td>21/22</td> <td>90.0%</td> </tr> <tr> <td>22/23</td> <td>90.0%</td> </tr> <tr> <td rowspan="2">P2</td> <td>21/22</td> <td>90.0%</td> </tr> <tr> <td>22/23</td> <td>90.4%</td> </tr> <tr> <td rowspan="2">P3</td> <td>21/22</td> <td>87.5%</td> </tr> <tr> <td>22/23</td> <td>90.0%</td> </tr> <tr> <td rowspan="2">P4</td> <td>21/22</td> <td>91.3%</td> </tr> <tr> <td>22/23</td> <td>95.4%</td> </tr> <tr> <td rowspan="2">P5</td> <td>21/22</td> <td>65.0%</td> </tr> <tr> <td>22/23</td> <td>91.3%</td> </tr> <tr> <td rowspan="2">P6</td> <td>21/22</td> <td>84.6%</td> </tr> <tr> <td>22/23</td> <td>90.0%</td> </tr> <tr> <td rowspan="2">P7</td> <td>21/22</td> <td>66.7%</td> </tr> <tr> <td>22/23</td> <td>92.3%</td> </tr> </tbody> </table> <p>Members of staff keen to engage in prof enquiry linked to wellbeing and OL and continue to develop understanding of play pedagogy.</p>	Class	Year	HWB	P1	21/22	90.0%	22/23	90.0%	P2	21/22	90.0%	22/23	90.4%	P3	21/22	87.5%	22/23	90.0%	P4	21/22	91.3%	22/23	95.4%	P5	21/22	65.0%	22/23	91.3%	P6	21/22	84.6%	22/23	90.0%	P7	21/22	66.7%	22/23	92.3%
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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: 3

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

How well are you doing?

What's working well for your learners?

- All staff and almost all pupils can articulate the vision and values which are continually highlighted as we strive for high expectations in all learners. This is done through daily discussion in class, our house token system and weekly assemblies. Our School values are also discussed during restorative conversations.
- All Teaching staff have engaged with and developed an understanding of local and national priorities (NIF, HGIOS4, HGIOELC) and how these impact on Midmill School. Staff are aware of our own School Improvement Priorities and have engaged in populating progress boards related to these in the staff work base.
- Pupils, Staff and Parents have been involved in reviewing our Improvement Priorities for session 22/23.
- Pupils, Staff and Parents have been involved in identifying and prioritising key priorities for session 23/24. This has been achieved through collegiate discussion, assemblies, citizen group impact assessments and questionnaires.
- All staff have been involved in using and updating the Literacy Progression for Midmill that was introduced at the start of this session.
- Class charters have evidence of skills and values and Midmill Skills are being embedded across the school.
- Pupils are beginning to play a part in their own learning by recognising some basic areas of where and how they can improve their learning.
- All pupils are involved in Citizen Group which meet every two weeks and focus on an area of development for the school.
- Collegiate Activities are based upon working towards the outcomes on the school's improvement plan and provide an opportunity for discussion and self-reflection on progress made.
- Staff have been in working groups focused on a specific improvement priority.
- A QA Calendar has been created illustrating the school's commitment to involving parents, pupils and staff in improving the life and work of the school. This calendar also ensures there is focused attention on monitoring and evaluating learning and teaching. This session we have developed a Teaching Evaluation Toolkit which staff has used during peer observations.
- HT and staff meet regularly to discuss the impact of improvements on pupils, gathering appropriate data and providing written and oral information on how to move forward.
- Tracking procedures are in place to monitor pupil progress in Literacy, Numeracy and HWB. Staff understand the terms RS, OT, EE and AP and are beginning to gather evidence to back their professional judgements.
- School improvement is shaped by regularly gaining and acting upon views of staff, pupils and parents.

- The need for change is well understood and that the pace of change is appropriate to allow positive impact for learners.
- There are opportunities for all staff to take on leadership roles within Midmill School. Our 0.1FTE mentor allocation has been used to enable a member of staff to lead on developing our Health and Wellbeing pathway.

How do you know?

What evidence do you have of positive impact on learners?

- Newsletters provide regular opportunities for parents to be involved in the school and Twitter Takeover provides a snapshot of learning for parents of what is happening in their child's classroom.
- There is an ethos of professional engagement and collegiate working from all staff.
- There is 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.
- Almost all Pupils are motivated to aim for excellence and talk regularly about the Golden Book, receiving house tokens, take opportunities to share the achievements outside of school on teams and at assembly through Shine and are part of citizen groups.
- Almost all Pupils are confident to share their learning with parents through Teams.
- All staff are engaged in Tracking and Attainment conversations and targeting support to ensure pupil needs are met. This is documented in attainment discussions and reviewed on a termly basis in terms of the impact support put in place is having.
- All pupils were given the opportunity to give feedback on our 22/23 improvement priorities and share their views on key priorities for 23/24.
- We have been able to invite parents into school for Live Lessons, Open Days for Science and the International Day of the family and class assemblies.
- Staff have engaged in leadership opportunities through development time and working groups linked to improvement priorities.
- There has been an improvement in attainment and wellbeing across the school.

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What are you going to do now?

What are your improvement priorities in this area?

- Use of How Good Is OUR School pupil edition to further engage pupils in the on-going evaluation process of the school.
- To further develop and increase staff leadership at all levels to improve outcomes for learners.
- Update Curriculum Rationale to link with our Teacher Evaluation Toolkit, UNCRC and Decider Skills.

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: 3

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

How well are you doing?

What's working well for your learners?

- The ethos of the school is nurturing, positive and respectful.
- Our Behaviour Policy is based on Restorative Approaches and creating a positive ethos within the school.
- All learners' achievements recognised in and outside of school through head teachers award, golden book and SHINE at Assembly
- Almost all pupils are involved in self and peer assessment.
- The vision, values and aims are embedded and underpin learning and teaching.
- Most pupils engage well with learning experiences.
- Almost all pupils can articulate what they are learning and why.
- Attainment Meetings are held with HT focus on how pupils are achieving and what teaching and support is required to ensure they make further progress.
- Our curriculum continues to develop using our 3-year programme as a basis for children receiving a broad general education.
- Our Literacy Pathway is being used to support the teaching of literacy across the school.
- Local Library Visits to school support engagement and enjoyment in reading.
- Technology is widely used across the school in all classes to enhance learning opportunities all classes have introduced a Class Team page to share learning with parents and improve links between home and school.
- The school has an effective system in place for tracking Numeracy, Literacy and HWB and we can identify where improvement can be made.
- Standardised Assessments are used to back up teacher judgements and support and challenge identified learners at P1, P4 and P7.
- The learning environment is built on positive relationships between staff and pupils and the CIRCLE resource was introduced during February Inservice Days to evaluate inclusiveness of classrooms and pupil participation.
- Our reporting calendar provides ample opportunities for feedback to parents on pupil progress. Parents are happy with reporting opportunities that are provided.
- Most learners are motivated and eager to engage in their learning.
- There are positive, respectful relationships in evidence across all areas of the school.
- Almost all staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.
- All pupils have regular opportunities to work individually, in pairs and in groups.
- Almost all learning experiences are planned to match pupils needs/abilities.

- Planning for classes – discussed and monitored by HT – to ensure progression and use of progressive planning approaches and yearly bundles and areas to cover across areas of the curriculum.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.
- Aberdeenshire Frameworks and National Benchmarks are used to inform planning and identify appropriate next steps.
- PEF is used to support staff to plan interventions to overcome barriers to learning e.g. Breakfast Club, PSA support, Decider Skills, Tree of Knowledge.
- Termly tracking and attainment meetings are held discussion thoughts/analysis of pupils, groups, individual learners, next steps and reviewing the impact and planning further intervention, support or challenge.
- SNSA data is considered by staff to inform next steps.
- Twitter is used to share every day learning and achievement.
- Pupils' are developing their understanding of knowledge and skills as well as their identification of strengths/next steps.
- Professional Dialogue between staff, both formal and informal ongoing throughout the session.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Technology is also used to support targeted interventions.
- There has been an improvement in attainment and wellbeing across the school.

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What are you going to do now?

What are your improvement priorities in this area?

- Update behaviour policy to a relationship policy linked with UNCRC.
- Research other Standardised Assessments that can be used at P2, P3, P5 and P6 to support teacher judgement.
- Develop Assessment Calendar for staff to build evidence of achievement of a level and back up professional judgement.
- Continue with in School and Cluster Moderation activities to support professional judgement.
- Continue to introduce the CIRCLE resource to support participation and engagement.
- Review Homework expectations with parents, staff and pupils.

How good are we at improving outcomes for all our learners?

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: 4

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

How well are you doing?

What's working well for your learners?

- All Staff at Midmill School have a good knowledge of learners, their families and the local community.
- All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.
- Pupils are considered as individuals with their own needs, risks and rights.
- The School strives to ensure all are treated with respect and there are procedures in place to support pupils.
- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- Termly tracking meetings with HT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- All staff have completed annual update of Child Protection training and GIRFEC principles ensuring a clear protocol is in place to meet individual needs.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing.
- Effective transition arrangements are in place for pupils.
- Importance of early identification of needs given priority, with PSA time being weighted accordingly where possible.
- Planning is differentiated to meet individual needs. PSA time is targeted appropriately by class teachers and links to the Attainment Discussions.
- Parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.
- Nurturing Approaches, Restorative Conversations and Emotion Coaching used to support pupil wellbeing.
- Effective use of Educational Psychologist to train staff and support pupils and families.
- We have developed a whole school promoting positive behaviour policy which is being used to promote positive behaviour and links with our school values.
- The school tracks Health and wellbeing through tracking and monitoring discussions and also supports healthy snack options.
- Curricular work and assemblies encourage discussion, reflection and appreciation of faith, acceptance and wellbeing.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. Learning plans 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.

- Pastoral notes are used on SEEMIS record any significant or pastoral events.
- Learners are using decider life skills approaches to support wellbeing.
- Treehouse assessment used to support health and wellbeing judgements.
- Learners know who to go to if they require support and will share their thoughts and feelings about a variety of situations.
- UNCRC Rights shared at assembly regularly and discussed in class positive impact upon behaviour and shared expectations as a school. Bronze Award achieved and working towards silver. All staff engage with Article of the Month and linked with Health and wellbeing planning.
- Development of outdoor learning practices and areas within the school – utilised by all staff to support wellbeing and other areas of the curriculum.

How do you know?

What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school.
- Assemblies focussed on UNCRC and SHANARRI.
- An open-door policy is in existence for all comments/queries.
- Annual update of GIRFEC/Child Protection training carried out.
- Staff complete annual data protection, equalities and diversity training as provided by local authority.
- Treehouse /ALEC/SCARF resources used. Three year rolling H&WB programme in place linked to SHANARRI and UNCRC.
- Effective partnerships are in place with local church, police liaison and community officers.
- 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.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- All staff are nurture and emotion coaching trained and use this to support pupils. Two members of staff have undertaken targeted nurture support training.
- Regular meetings with staff, parents and other agencies to meet pupils' needs.
- Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of visits is carried out each year to support transition to p1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/ Kemnay Academy and CLD. There is a series of visits in place. 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.
- Uniform and Outdoor Clothing rail available for any who require it.

What are you going to do now?

What are your improvement priorities in this area?

- Use PEF to employ PSA to target social and emotional wellbeing.
- Use PEF to employ AFC Community Trust worker 1 day a week to target resilience and positive playground.
- Continue to embed UNCRC into Learning and Teaching.
- Use Tree of Knowledge Assessments to target support.

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: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities.
- Attainment data is discussed and analysed at tracking/planning discussions as per QA calendar.
- Attainment is compared against local and national averages.
- Attainment data from standardised assessments demonstrates that there is a good match between this and teacher's professional judgements.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school.
- Pupil participation in their wider community is successful through partnership with a variety of different links including the local church, Active Schools and Kintore Library.
- Wider achievement is celebrated and shared within individual classes and at whole school level during assemblies and through Midmill News.
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve.
- Staff have a good understanding of SIMD of pupils within their class.
- Staff are familiar with NSA bands and able to use this to support professional judgement.
- Staff are working to address remote learning gaps in literacy and numeracy – through targeted support – particularly in writing.
- Learners able to get targeted support through SFL and PSA staff.
- Digital technologies provided during lockdown and since for learners without access to devices – to promote working on homework and providing a platform for inclusion and equity.
- Teachers use benchmarking to assess learners and provide a range of assessment approaches and opportunities for learners to succeed.
- Collegiate moderation sessions support staff in discussion focused on assessment and achievement of a level.
- Cluster moderation sessions have been beneficial to support staff in their understanding of professional dialogue and to create opportunities for professional discussion.

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 some pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in all classes. Resources are deployed appropriately to meet need.
- Tracking, Monitoring and Reporting systems and tracking meeting info is kept up to date termly.
- Midmill school engages in an annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- Parental volunteers run a running club and football club in school to support wellbeing.
- Pupils also have opportunities to take ownership and share their learning through shared learning events and open days.
- Golden Book Certificates linked to the School Values are issued in assemblies.
- Shine provides opportunities for pupils to share wider achievement.
- Tracking of attendance and lates takes place.
- Admin monitors all lates as at main entrance daily.
- Pupil choice in learning tasks to push themselves out of comfort zone.
- Pupil involved their own learning – and in some classes involved in the planning process.
- Learners confident at transition points within school and on to Secondary school.

What are you going to do now?

What are your improvement priorities in this area?

- Use PEF to target social and emotional wellbeing and remove barriers to learning through AFC Community Coaches and PSA.
- 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 to celebrate achievements within classes and within school – including those out with school.
- More robust tracking assessment calendar and gathering of evidence to support professional judgement.
- Improve pupil engagement in learning process and introduce more play to learning and teaching methods.

PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>Pupils with social and emotional difficulties or gaps in learning due to Covid – highlighted through staff tracking and treehouse wellbeing assessments. Improved attainment in literacy and numeracy specifically the least advantaged pupils.</p>
<p>Expenditure</p>	<p>£11,000 – AFC Community Coach 1 Day per week £18,832 – PSA 27.5 hours per week</p> <p>Sumdog still awaiting costings Acc Reader still awaiting costings</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Targeted PSA support in school for pupils who find emotion regulation challenging using Decider Skills, breakfast club, daily check ins. AFC Community Coach - Better Playground Play Pupil Support with Targeted pupils – resilience and wellbeing Small Group work / focus groups – resilience and wellbeing After School Group for pupils who do not engage in activities outside school.</p> <p>As a result, pupils will seek out PSA for support, pupils more able to recognise when moving up their fizz scale and seek support, pupils more engaged within the classroom as emotionally regulated and supported.</p> <p>Fewer playground incidents outside with P6 and P7 boys due to targeted support from AFC Community Coach.</p>
<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Wellbeing assessment TOK Term 1, Term 3 and Term 4 to measure impact. Professional Judgement of wellbeing. Number of recorded playground incidents. Pupil surveys linked to playground. Citizen Group feedback.</p> <p>Raising attainment in Literacy and Numeracy due to SumDog and Accelerated Reader access. Review through Professional Judgement, Assessments and SNSA/Standardised Assessments.</p>

Capacity for improvement

School and Nursery 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

<p>National Improvement Framework</p> <p>Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Improvement in employability skills and sustained, positive destinations.</p> <p>Key Drivers of Improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. <p>Michael Fullen Drivers for Success:</p> <p>Driver 1: Wellbeing and learning</p> <p>Driver 2 – Systemness</p> <p>Driver 3 – Social intelligence</p> <p>Driver 4 – Equality investments</p>
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<p>Priority 1:</p> <p>Improve engagement and attainment levels in writing and numeracy through development of high-quality assessments.</p>	<p>Data/evidence informing priority:</p> <p>Across P1, P4 and P7 our attainment in writing and numeracy is lower than reading and listening and talking. Moderation of writing has been a focus and staff have identified assessment and professional judgement as a focus for next session. Through moderation of writing this term, staff have identified moderation of numeracy as a focus for session 23/24.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Create staff working group for assessment and moderation. Explore Assessment & Moderation – The West Partnership as an assessment and moderation tool.</p> <p>Purchase Big Writing and Big Maths using SAC funding and PEF to support raising attainment in Writing and Numeracy.</p> <p>During collegiate planning and moderation meetings develop whole school high quality assessment of writing and numeracy for early, first and second level based on specific benchmarks to complete at the end of Term 1 and repeat for Term 2, 3 and 4.</p> <p>CPD</p> <p>Staff to engage in Big Writing and Big Maths Training. Cluster Collegiate based on Achievement of a level.</p> <p>Parental / Wider Community Engagement</p> <p>Invite parents in for a numeracy lesson throughout the year in each class.</p> <p>Invite parents and pupils to engage in consultation relating to homework and how they can support learning at home.</p>	<p>KF & Staff</p> <p>KF</p> <p>Staff</p> <p>KF and Staff</p> <p>KF and Staff</p> <p>KF, Staff & Parents</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1/2</p> <p>Across Session</p> <p>Across Session</p>	<p>Collegiate discussion</p> <p>Pupil Conversations</p> <p>Tracking and Monitoring</p> <p>Learning and Teaching observations</p> <p>Professional Judgement and SNSA results show raised attainment</p> <p>Questionnaires linked to homework and feedback from parent group.</p>	

Action Plan 2

<p>National Improvement Framework</p> <p>Priorities Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Improvement in employability skills and sustained, positive destinations.</p> <p>Key Drivers of Improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>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</p> <p>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</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. <p>Michael Fullen Drivers for Success:</p> <p>Driver 1: Wellbeing and learning Driver 2 – Systemness Driver 3 – Social intelligence Driver 4 – Equality investments</p>
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<p>Priority 2: Review Curriculum Rationale including Vision, Values and Aims and Relationship Policy to link more closely with UNCRC and Nurture Principles.</p>	<p>Data/evidence informing priority: Since introducing Nurture Principles, violent incidents have decreased and pupil wellbeing has increased. Following HMIE Recovery Visit April 22 we updated our HWB learning pathway to include UNCRC and Decider Skills. As a school community we need to ensure this is reflected in our Curriculum Rationale, Vision, Values and Aims and in our Relationship Policy.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Create staff working group for updating Curriculum Rationale and VVA inline with work done on HWB Pathway.</p> <p>Consult with Pupils and Staff on current VVA and collate feedback and any common themes.</p> <p>Review Positive Behaviour Policy and update to Relationship Policy that links with UNCRC.</p> <p>Apply for RRSa Silver Award.</p> <p>AFC Community Coach to be allocated with PEF to support positive playground play and targeted individuals/groups.</p> <p>CPD</p> <p>Staff to engage with Relationship Policies and Curriculum Rationale formats from other schools to gather ideas and information.</p> <p>Parental/Wider Community Engagement</p> <p>Consult with Parents and Partners on current VVA and collate feedback and any common themes.</p> <p>Consult with Parents and Partners on Relationship Policy.</p>	<p>KF & Staff</p> <p>Working Group</p> <p>Working Group</p> <p>FM</p> <p>KF</p> <p>Working Group</p> <p>Working Group</p> <p>Working Group</p> <p>Working Group</p>	<p>Term 1</p> <p>Term 1/2</p> <p>Term 1/2</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 2/3</p> <p>Term 2/3</p> <p>Term 2/3</p>	<p>Collegiate discussion</p> <p>Pupil Conversations</p> <p>Tracking and Monitoring of Attainment</p> <p>Parental questionnaires</p> <p>Incident reports and think sheets decrease</p>	

Action Plan 3

<p>National Improvement Framework</p> <p>Priorities Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in children and young people’s health and wellbeing.</p> <p>Improvement in employability skills and sustained, positive destinations.</p> <p>Key Drivers of Improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>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</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.</p> <p>Michael Fullen Drivers for Success:</p> <p>Driver 1: Wellbeing and learning Driver 2 – Systemness Driver 3 – Social intelligence Driver 4 – Equality investments</p>
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<p>Priority 3: Continue to research and embed play and learning outdoors across the school to support pupil engagement and skills development.</p>	<p>Data/evidence informing priority: Midmill started OL improvement journey in 20/21 and it was noted as a priority for 23/24 and a member of staff is keen to undertake profession enquiry related to OL and Wellbeing. During Cluster collegiate on Play it was identified by staff and mentioned by pupils in their evaluations as an area for improvement.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Create staff working group for Outdoor Learning and Play. Research and engage with Metaskills progression framework and arrange to meet with Kemnay Academy staff to discuss their skills framework. Review and develop Midmill Skills progression in line with metaskills progression. Develop a Midmill Play Position Statement</p> <p>CPD Engage in Professional Enquiry relating impact of OL on pupil wellbeing. Arrange visits for Play Working Group to other Schools to observe how play is used to support learning and engagement and develop skills.</p> <p>Parental / Community Engagement Find out more session for Parents on links between OL and wellbeing. Further develop Community Garden and work towards lending a hand days in the Garden to support maintenance and upkeep.</p>	<p>KF and Staff Working Group</p> <p>Working Group</p> <p>Working Group</p> <p>Ms Kasim</p> <p>KF & Working Group</p> <p>Ms Kasim</p> <p>KF and Ms Kasim</p>	<p>Term 1 Term 1-2</p> <p>Term 3-4 Term 3-4</p> <p>Ongoing</p> <p>Term 1-2</p> <p>Term ¾</p> <p>Ongoing</p>	<p>Tree of knowledge wellbeing assessment in Terms 1, 2 and 4.</p> <p>Development of Position Statements and Parental feedback and engagement on these.</p> <p>Feedback from FOM sessions.</p> <p>Engagement in lend a hand days.</p>	

Wider Achievements

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. During Assemblies we celebrate success outside of school through SHINE.

Pupils at Midmill are aware of the needs and plights of others and our achievement of Bronze Award in RRSA reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues and linked up with a School in Kintore Australia to understand what it is like living a more nomadic lifestyle.

Charities supported by the school over the last session included:

Save the Children – Christmas Jumper Day

Catalyst Storehouse Foodbank

This session we have had many different opportunities to promote the wider curriculum. Every class has been able with the help of the Parent Council to go on a trip this year to extend their learning. We were also able to work with a local ranger to replant some of Gauchhill Woods after it was damaged in the storm.

Pupils have benefited from a wide range of extracurricular clubs and activities including Running Club, Judo, Gaelic Club, Tennis Club, Craft Club, Netball Club and School Football, some of these are run by Active Schools and some by Staff.

All classes took part in Enterprise Activities. Some of our primary 6/7 pupils took part in the Europe Quiz. They competed against the other schools across Aberdeenshire. We were able to take part in the Big Hop HARE design and our HARE is on display in the Bennachie Visitor Centre before it will be returned to school to display.

Memories are made of this:

In Term 1 all P6 and P7 pupils were able to attend the Davis Cup in Glasgow and met Judy Murray. Following this Judy and Jamie Murray came to deliver tennis sessions in Midmill School in November and we were able to arrange for tickets for pupils to attend the Battle of the Brits tournament in Aberdeen.

Our P7 pupils were able to go on a Residential Trip for the first time since Covid this year which was a great experience for all.

We also had our first Christmas Show since Covid when our P6/7s performed Holy Joe and the rest of the school were part of the choir.

Our Parent Council organised a visit from Santa, two whole School Discos, First Aid training for P5-7 and a Pumpkin Patch.

We were able to Parents back into the school building for live lessons and to celebrate the International Day of the Family.

Wider Community Links

We are fortunate to have good links with the local church and Rev Neil Mayer has continued to come in a do assemblies with us.

We linked up with Vineyard Catalyst Church Catalyst Vineyard Church to support their local foodbank.

