

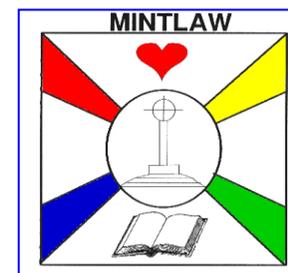
## At Mintlaw School this session...

- Over the year the school has been well represented at team events in rugby, netball and football tournaments and in Cross Country with individuals and in particular the P4, 5 and 6 teams winning the overall season and P7 team were Runner's Up. The school did very well at the Buchan Athletics in term 4 and we were delighted that Aidan Barron, David Watt, Holly Dingwall, Brooke Willox, Leon Park and Sam Davidson were selected to form the Mintlaw team to compete at Peterhead against other clusters in the area.
- This year's fundraising events:
  - 1) Festive family fun night £1917.28
  - 2) Catchlites £298.60
  - 3) October Halloween disco raising £227.22
  - 4) Christmas Cards etc £443.50
  - 5) Easter Disco £127.45
  - 6) Scavenger Hunt £1371.00
  - 7) Family Night £589.72

The money that has been raised in the past year has been spent in the following way: Christmas parties; Christmas Panto; Young First Aiders course for P5, P6 & P7; School trophies and engraving; 4 new iPads in school and 7 new digital cameras; Class Trips.

## Standards & Quality Report

**2015/16**



### Mintlaw Primary School

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**Aberdeenshire**  
COUNCIL



## **IMPROVEMENT PLAN PRIORITIES FOR 2016 / 2017**

- Raising Attainment, Assessment, Reporting and Moderation
  - Developing Improved Approached to Reporting to Parents
- Curriculum
  - Curriculum Rationale and Frameworks
  - Planning to reduce bureaucracy and use of bundling/IDL
  - 1+2 Languages
  - Numeracy
  - RME – update school guidance
  - Digital Literacy and Technologies
  - Curricular Transition P6 – S1
- Early Years- Build the ambition, Profiles, Planning, HGIOEY
- Ongoing areas of Development
  - Self Evaluation and HGIOS4
  - GIRFEC - Dyslexia/ADHD/Named person/Child protection

### **The School in Context**

Mintlaw Primary was housed in its present building in 1961. For almost the previous 100 years it had been housed on two other sites within the village. It has a long history of serving the people of Mintlaw and the surrounding area. The present building was designed to serve both as a village primary school and as a junior secondary school for the surrounding villages. Only when Mintlaw Academy opened did it revert to being purely a primary school.

The current roll of the school is 164 organised over 7 classes, and a maximum of 50 children in the nursery. 15 places are allocated to the Additional Support Needs Enhanced Provision (Rocket Room), this is a cluster provision.

The Teaching Staff allocation is in line with Local Authority guidelines. We currently have 7 full time teaching staff in mainstream. We have one 1.0 FTE and one 0.8 FTE ASN Teachers with 2 PSAs in the Enhanced Provision. In Nursery we have one 1.0 FTE teacher, and two 1.0FTE nursery nurses. Additional support is provided through Pupil Support Assistants. We have a Support for Learners teacher 2 days per week. The Head Teacher is non teaching.

Visiting specialist teachers support the teaching of Art, Physical Education, Music, Drama, Science and Modern Languages.

Mintlaw Primary is committed to working closely with the other primary schools within the Mintlaw CSN and also with the local secondary school, Mintlaw Academy. On leaving Mintlaw Primary, nearly all pupils proceed to Mintlaw Academy. There is a P7/S1 transition programme to support this transfer.

The school is well supported by the Parent Council, which meets regularly to discuss the ongoing work and life of the school. In addition we have an enthusiastic team of parents who organise and run fundraising events which enables the school to continue to deliver a varied and exciting curriculum. Pupils are also involved in the work of the school and it's improvement through the Pupil Council, House Captains and the Eco-committee and we successfully achieved our third green flag and are working towards our fourth.

## **Mintlaw Primary School Vision, Values and Aims**

### **Vision of our School**

At Mintlaw Primary School we aim to provide a welcoming and inclusive environment for all pupils, staff, parents and the wider community where we can learn together and achieve our full potential. We encourage an environment of respect, pride, enthusiasm and achievement.

### **Values of our School**

GIRFEC – Getting it Right for Every Child – is embedded in the aims of Mintlaw Primary. We aim for all our children to be: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

### **Aims of our School**

Successful Learners - We aim to:

- Provide a broad and balanced curriculum which challenges and motivates all our learners to achieve their full potential
- Provide a range of teaching and learning experiences in a creative and innovative environment
- Work in partnership with families and other agencies to ensure that the needs of the children are being met and that they are given the opportunities to develop according to their age and stage

Confident Individuals - We aim to:

- Help our pupils to develop and grow in confidence and self-esteem in a safe, fair and caring environment
- Develop independence through learning skills for work and life
- Encourage our pupils towards an active and healthy life style

Responsible Citizens - We aim to:

- Foster a sense of pride and responsibility in our school and the wider community
- Encourage our pupils to develop respect for themselves and others
- Develop a knowledge and understanding of their world and culture
- Help our pupils to make informed life choices and decisions which will enhance their awareness of the wider world
- Encourage the children to be responsible for themselves and their actions

Effective Contributors - We aim to:

- Provide our learners with varied opportunities to communicate and contribute effectively in different situations
- Help our pupils to think critically and creatively to develop team skills in many contexts
- Provide opportunities to be enterprising and show initiative

<b>Key Development</b>	<b>Progress during year/year</b>
<b>Assessment, Tracking and Moderation</b>	<ul style="list-style-type: none"> <li>- Assessment and tracking procedures and moderation within Literacy &amp; Numeracy</li> <li>- The Pips and InCas data used to support professional judgement and inform next steps</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>- Meeting children's learning needs, appropriate pace and challenge</li> <li>- Evaluated current resources and ensure they are fit for purpose</li> <li>- Engage in Active Literacy program</li> <li>- Ensured numeracy practice engages the children.</li> </ul>
<b>Self Evaluation</b>	<ul style="list-style-type: none"> <li>- Entitlement- A coherent 3-18 curriculum</li> <li>- Improved awareness across the school of key strengths and areas for improvement</li> <li>- Procedures in place to audit aspects of improvement work</li> <li>- Performance evaluation work at every level clearly articulates with the desire to improve children's learning experiences</li> <li>- Working on a clear self-evaluation process</li> </ul>
<b>Culture and Ethos</b>	<ul style="list-style-type: none"> <li>- Positive Behaviour Policy and Restorative Practice. Staff, parents and children involved in evaluation. Promotion of positive behaviour through House System. Both now clearly embedded in the school</li> <li>- GIRFEC/Child Protection procedures which all staff follow</li> <li>- RRSA – school development as part of school ethos and CfE. Positive impact, children can clearly explain developments.</li> </ul>

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

##### **In arriving at these evaluations, we considered the following evidence**

- Our Vision Values and Aims which under pins our curriculum and policies, focusing on 4 key words, this has a positive impact on the children.
- We have a strong culture of inclusion across the whole school and work closely with partner agencies where appropriate to ensure we are meeting the child's needs.
- We celebrate diversity through curricular activities and weekly assemblies. Learners, parents and staff are treated with respect and in a fair manner.

##### **Our key strengths in this area are**

- Whole school assemblies
- A Positive Behaviour Policy
- A clear Vision, Values and Aims.
- Children highly engaged with House System

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

- To continue to use the Positive Behaviour Policy with all stakeholders and to make links with the RRSA work.

#### 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  
**Unsatisfactory** - major weaknesses

**Good** -

#### 1. How well do our children learn and achieve?

Evaluation

##### **QI 1.1 ~ Improvements in Performance**

**3 to 4**

##### **QI 2.1 ~ Learners' Experiences**

**4**

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

- All children are given opportunities for achievement and success across the curriculum
- Learning is shared with all stakeholders in a variety of methods
- Staff have a very good knowledge of the children and ensure that they are supported and challenged appropriately

##### **Our key strengths in this area are**

- Children are engaged in their learning and are able to talk about their learning
- There are a wide range of methodologies used to ensure the children engage in a variety of experiences and learning styles.
- We have a sound framework for assessment and moderation in writing

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

- Continue to develop and enhance the house system
- Ensure consistency across the school in learner's experiences
- Introduce tracking of achievement, continue our 'Wall of Achievement'

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

QI 5.1 ~ The Curriculum Evaluation  

4
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QI 5.3 ~ Meeting Learning Needs Evaluation  

4
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### In arriving at these evaluations, we considered the following evidence.

- Curriculum for Excellence documentation and relevant policies
- Sharing good practice across the school – head teacher and peer observations, planning and moderation professional dialogues
- Close working with a wide range of agencies to ensure we are meeting the needs of all learners

### Our key strengths in this area are

- All staff are actively and purposefully engaged in delivering a differentiated Curriculum for Excellence through a wide range of learning contexts.
- The learning and school is well supported by our staff team, Parent Council, parents/carers, the local community and wider agency involvement through the GIRFEC process
- Our Enhanced Provision is particularly effective in supporting our children, which has been highlighted as good practice with ASN managers

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

- Ensure our IT structures and equipment are fit for purpose
- Continue to develop a range of assessment techniques, ensuring the children are engaged in this process
- Engagement with the Frameworks

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

QI 5.9 ~ Improvement Through Self Evaluation Evaluation  

3 to 4
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### In arriving at these evaluations, we considered the following evidence.

- There is a clear quality assurance programme in place, monitoring, sharing and evaluating the current practice in the school.
- Evaluations of the QIs inform us of the school's priorities for this session which inform our improvement plans
- Through staff collegiate time we discuss, evaluate and make necessary improvements within the school.

### Our key strengths in this area are

- A dedicated whole staff team who work together to ensure the school achieves its goals
- Collegiate working across the cluster which facilitates good self-evaluation practice
- There is a good relationship between school and parental involvement in improving the school

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

- Self-evaluation requires further development, further engagement with HGIOS 4
- Continue to develop partnerships with parents and the wider community
- Continue gather data which will enable us to continue to evaluate and improve