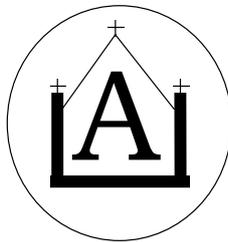


# STANDARDS AND QUALITY REPORT

FOR

## AUCHTERLESS SCHOOL



**Standards and Quality Report for Session 2011 – 2012**

**Aberdeenshire Council Education, Learning and Leisure Service  
Vision**

*“Working together for the best quality of life for everybody in  
Aberdeenshire; from mountain to sea, and helping through Education  
and Recreation to make it the best possible place in which to live and  
learn, work and play.*

*Our aims are the building of capacity, the realisation of potential and  
the achievement of excellence in Aberdeenshire – the very best of  
Scotland”*

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## 2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

*"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."*

*The Journey to Excellence Part 4: Planning for Excellence , HMle , 2007*

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

*"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"*

*Standards in Scotland's Schools etc Act 2000, Section 2*

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

*"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."*

*Improving Scottish Education, HMle, 2006*

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

*"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."*

*Ambitious, Excellent Schools, HMle, November 2005*

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

### **3. Statement of Aims**

**Our aims for Auchterless School are set in the context of cultural, social and educational change and seek to reflect the core values of the Curriculum for Excellence, and the Four Capacities.**

#### **Broad Aims of Auchterless School**

- To provide a welcoming, friendly environment in which pupils and staff feel safe and valued, sharing a sense of identity and pride; which welcomes parents and carers as partners in their children's education; and which involves and supports the wider community
- Pupils are excited and motivated to learn; through the provision of quality learning and teaching opportunities designed to meet pupils' needs at an appropriate pace, we will provide children with the knowledge and skills they will need for their future in a changing world
- To provide resources that allow staff to deliver a balanced curriculum, which gives breadth and progression
- By setting challenging but achievable targets, we will encourage children to fulfil their potential by applying learned skills across a range of activities
- By maintaining a positive ethos through use of praise, encouragement and celebration of achievement, we provide for the emotional, physical and social needs of individual pupil in a caring and supportive environment
- To provide equal opportunities for all, regardless of gender, race, religion or any other factor
- To develop partnership with parents and carers in the education of their children through mutual support, consultation and exchange of information
- To provide effective leadership through careful management and rigorous quality assurance

We seek to maintain an ethos of caring, learning and achieving in as safe and healthy an environment as is possible for all children and adults within the school.

## 4. The School in Context

Auchterless serves an area of rural Aberdeenshire well known for its farming background and is situated in the southern part of the Turriff Community School Network.

The roll during the year from August 2011 to July 2012 has varied between 42 and 41, so two composite classes have been maintained throughout the year. The roll at the end of year is 41 pupils.

### Classes were made up as follows:

Mrs. L. Drew	Primaries 1, 2, 3 & 4;
Mrs. F. Evans & Mrs K Hay/Ms Burnett (supply)	Primaries 5, 6 & 7;

**Classroom Assistant:** Mrs. N. Kennedy

**Support For Learners Auxiliary:** Mrs. L. Cowie and Mrs K Legge (for term 3&4 only)

The learning and teaching by school staff was supplemented by 2 SfL teachers, Mrs Marie Tornes provided learning support for a total of 4 hours a week and Ms Hilary Anderson, took Social Communication groups for 1½ hours weekly.

Ms Stewart or Mrs L. Cowe from the Speech and Language Therapy team supported pupils receiving speech and language therapy out of class for up to 1 hour, individually or in a small group as required by their needs.

Visiting Specialist teachers were timetabled at various times throughout the year to teach Music, Drama, French, Science and P.E. Teachers from Aberdeenshire Instrumental Music services took pupils for violin, viola and brass instruments.

Mrs Cowie SfL ran 2 lunchtime recorder groups voluntarily.

**School Administrator and Clerical Assistant:** Mrs. M. Walker

The school operates its budget in line with Aberdeenshire Authority guidelines.

The school has a very supportive Parent Council which is active in fundraising and supporting pupil enterprise activities. We encourage involvement of parents and carers in the work of the school and have been lucky to have regular parent volunteers to assist with active learning in and out of class.

In February 2004 the school received HMIE inspection and an excellent report was published in May 2004. A follow up report stating that satisfactory progress had been made and no further reports were necessary was published in June 2006.

### School Buildings

The school has three classrooms within one main building which has two distinct levels. The lower/middle (P1-4) classroom is on the higher level, with a second classroom that is used for a variety of activities and also serves as a library area; the upper part of the building is connected to the middle/upper (P5-7) stages classroom on the lower level by two flights of stairs. This means that the school cannot include wheel chair users in its intake.

The pupils are provided with lunch from the kitchen at Fyvie School which is served in the school dining room. This dining room is also used by the school for an additional teaching area (for enterprise activities, music tuition and food prep), and by the ASPC and local community groups for social events such as coffee mornings. The school has a large, well equipped hall which is used for P.E., music, drama, assemblies and school performance/celebrations. After school and during holidays the building is available to let to the local community club for badminton and bowling and to hold activity events for children.

Through improvements to the school this year, the boys' and girls' toilet/changing facilities have been upgraded and re-furbished; the boys changing room has been moved to a new location and

the former changing room is now our Administrator's Office. The Head teacher's office has also been refurbished.

Outside, there is an enclosed car park for staff cars adjacent to the lockable general storage shed and a side gate installed at the entrance to school from the pupil drop off point. The outside play area has two levels of tarmac, the upper one having a netball court marked out, the lower area marked out for playground games. There is also a good-sized grass area, part of which has a small football pitch marked out. Other areas around the school have been developed to provide increased outdoor learning opportunities, such as a small, shallow pond and wetland area, and there is now adequate seating for a variety of activities. We actively support re-cycling and some of the developments such as the trimtrail have used items re-cycled from local community sources.

#### Links with Parents/Carers:

There are a number of ways that the parent/carers are involved with the life of the school

- Annual reports
- Parents interviews in Autumn and Spring
- Regular newsletters
- Home/School book
- GLOW
- Permission/reply slips for specific activities/trips
- Additional parent meetings arranged if required by school or parent
- Parent volunteer helpers, eg accompanying pupils on a trip, help with cycling proficiency
- Auchterless School Parent Council
- Sports Day and other Sports events
- End of term events/celebrations
- Concerts/play performances, eg Christmas concert
- Feedback eg questionnaires
- Input and comment on school policy reviews
- Extra-curricular clubs eg craft, football, netball

## 5. Progress Check – Evaluating the Schools Previous Improvement Plan

### School Improvement Priorities 2010 / 2011

No	Improvement Priority	Evaluation / Impact	Evidence
1.	<p><b>CfE Literacy &amp; Numeracy</b> Raise attainment in Writing</p> <p>Review impact of updated Reading resources.</p> <p>Update library and reference texts.</p> <p>Revue new resources published in Maths t</p> <p><b>Entitlement</b> Coherent 3 - 18 curriculum</p>	<p>Overall Evaluation – 4</p> <p>Improved learning and teaching in</p> <ul style="list-style-type: none"> <li>• Writing and Reading skills</li> <li>• Programmes that reflect CfE experiences and outcomes.</li> <li>• Improved, updated reference and library texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom monitoring</li> <li>• School Collegiate Time</li> <li>• Teachers’ Plans</li> <li>• Classroom Practice</li> <li>• Attendance at courses</li> <li>• Library stock and reference materials being catalogued and organised.</li> <li>• Reading scheme supplemented and updated with new schemes; Literacy Evolve adopted at Upper stages ; Rigby Star at early stages.</li> </ul>
2	<p>Develop a whole school approach to self-evaluation linking with Authority and Cluster Development programme</p> <p>Entitlements – All</p>	<p><i>Overall Evaluation 4</i></p> <p>All Staff involved in self-evaluation providing information which will direct School Improvement Planning.</p> <p>Raised pupil awareness of own strengths and targets <i>staff more aware of our strengths and areas for development</i></p>	<ul style="list-style-type: none"> <li>• Evaluation linked to weekly and termly forward planning</li> <li>• BTC 5 being used</li> <li>• Pupils engaged in self evaluation</li> <li>• Classroom practice</li> <li>• Reviews.</li> </ul>

No	Improvement Priority	Evaluation / Impact	Evidence
3.	<ul style="list-style-type: none"> <li>• Extend the use of Aifl strategies</li> <li>• Consider new developments in CfE assessment and Aberdeenshire guidance</li> <li>• Agreement from staff as to how we will assess, record and report</li> </ul>	<p><i>Overall Evaluation 4</i></p> <p>Formative Assessment becomes embedded in teaching and learning  Pupils are more involved and engaged in their own learning  Staff more confident in assessing CfE outcomes</p>	<ul style="list-style-type: none"> <li>• Staff involved in TLC</li> <li>• Classroom Practice</li> <li>• Observation</li> </ul>
4.	<p>-Develop and embed sustainable practices to promote care of the environment.  -Achieve bronze status in the ECO school award  -Increased use of outdoor learning  -Take initial steps to becoming 'Rights Respecting School'  -promote healthy lifestyles in pupils through embedded and cross-curricular programme of Health Education</p> <p>Entitlements – CfE  Health and Well-being  Coherent 3-18 curriculum  GIRFEC</p>	<p><i>Overall Evaluation 4</i></p> <p>-Whole school use of recycling bins.  -Pupils using School grounds for practical purposes.  -Cross curricular programme to teach Healthy Lifestyles through Eating, Exercise, Personal care and Hygiene,  -teaching programme for pupils designed to establish a pattern of healthy living that will be sustained in to adult life.</p>	<ul style="list-style-type: none"> <li>• Teachers' Plans</li> <li>• Classroom Practice</li> <li>• Classroom monitoring</li> <li>• Whole school developments linked to outdoor environment.</li> </ul>

## 8 Self-Evaluation Audit

### How Good is Our School 3 (HGIOS3)

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
<b>What outcomes have we achieved?</b>									
<b>1</b>	<b>Key performance outcomes</b>								
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Improved level in maths and writing maintained.</li> <li>Professional assessment fed back to pupils to enable them to set themselves realistic achievable targets</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement strategies to raise attainment</li> </ul>
1.2	Fulfilment of statutory duties	1	2	3	4	5	6		

# Self-Evaluation Audit

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
<b>How well do we meet the needs of our School Community?</b>									
<b>2 Impact on Learners</b>									
2.1	Learner's experiences	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Staff professionally assess and monitor progress, keeping appropriate records</li> <li>Effective partnership working between home and school</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop AifL and Active Learning approaches across the curriculum to increase pupil involvement and ownership of learning</li> </ul>
2.2	The school's success in involving parents, carers and families							<ul style="list-style-type: none"> <li>Parent Council Minutes of meetings.</li> <li>Parents involved in supporting staff and pupils voluntarily in and out of class.</li> <li>School clubs and events assisted or run by parents - such as open days, services, sport events, parties.</li> <li>Parent/carer attendance at concerts and school events</li> <li>Increased opportunities to extend outdoor learning opportunities with parent volunteers</li> <li>Parent/carer involved in IAF meetings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to encourage parental involvement at all levels</li> </ul>
<b>3 Impact on Staff</b>									
3.1	The engagement of staff in the life of the school	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Collegiate and inservice activities</li> <li>Many roles filled by few staff</li> <li>Staff support/organise school events</li> </ul>	<ul style="list-style-type: none"> <li>Continue</li> </ul>

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
<b>4</b> <i>Impact on the community</i>									
4.1	The school's success in working with and engaging with the local community	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Pre-school playgroup involved in increased number of school activities</li> <li>• Effective secondary transition links</li> <li>• Cluster minutes</li> <li>• Pupils and staff involved in wide range of activities within the local community e.g. Church Magazine entries, Inter-School Activities.</li> <li>• Parent council involved in fund raising and supporting school events.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue links with local community.</li> <li>• Maintain pupil involvement in making choices and improvements to school environment linked to enterprise curriculum.</li> </ul>
4.2	The school's success in working with and engaging with the wider community	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Parent helpers in school on regular basis</li> <li>• Partnerships with local businesses to support learning eg enterprise</li> <li>• Many visitors to the school and trips to enrich and broaden pupils' learning experiences</li> <li>• Charity support – global and local</li> <li>• Pupils' improvements to school grounds continue to be facilitated by Community Council provision of plants and materials</li> <li>• Pupils involved Formartine in Blossom – scheme for school entries</li> <li>• Local church members involved in RME and social studies programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore potential contacts and develop involvement of wider community.</li> </ul>

# Self-Evaluation Audit

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
<b>How good is the education we provide?</b>									
<b>5</b>	<b><i>Delivery of education</i></b>								
5.1	The curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>CfE Curriculum based on National and Authority Guidelines.</li> <li>Continuation of Personal Learning Planning for pupils</li> <li>Pupils setting targets and involved in self evaluation of progress.</li> <li>New resources purchased across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Extend use of CfE outcomes in learning and teaching with focus on Active Literacy and interdisciplinary learning</li> <li>Continue to monitor and review learning and teaching identifying good practice and development needs.</li> </ul>
5.2	Teaching for effective learning	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>CfE outcomes being introduced as part of teacher planning</li> <li>Pupils engaged in self and peer assessment and pupil feedback                             <ul style="list-style-type: none"> <li>E's and O's shared with pupils to give clear focus for teaching.</li> </ul> </li> <li>SfL documentation</li> <li>Inter-agency documentation</li> <li>IAF documentation</li> <li>Staff make effective use of pupil's responses to extend understanding.</li> <li>Pupil reports and P7 Profiles</li> <li>Class and school displays</li> <li>Monitoring records</li> <li>Refer to 'Links with Parents'</li> <li>Pupil and parent informal feedback</li> <li>Use of GLOW</li> <li>Pupil Council minutes</li> <li>Newsletters and information leaflets</li> </ul>	<ul style="list-style-type: none"> <li>Continue effective use of AifL strategies</li> <li>Seek and use pupil views on learning and teaching</li> <li>Pupils involved in setting targets and self evaluation.</li> <li>Develop Motor Development group</li> <li>Develop more effective use of assessment information to identify and plan future learning</li> <li>Develop GLOW site to include parental access</li> <li>Further develop IEP</li> <li>Continue to inform stakeholders of school developments</li> </ul>
5.3	Meeting learning needs								
5.4	Assessment for Learning								
5.5	Expectations and promoting achievement								
5.6	Equality and Fairness								
5.7	Partnerships with learners and parents								

5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Achievements board and assemblies celebrate pupil successes both in and out of school.</li> <li>• Pupil files and contacts record updated regularly</li> <li>• Regular home-school contact established</li> <li>• IAF documentation and interagency records</li> <li>• Transition procedures and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue celebration of success and achievement.</li> <li>• Maintain records and files.</li> </ul>
5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Results of broad audit using HGIOS3 are used to identify future priorities.</li> <li>• Pupil tracking on termly basis.</li> <li>• Review of progress towards School Improvement priorities is undertaken periodically by HT and shared with stakeholders eg at ASPC meetings.</li> <li>• All staff involved in whole school audit leading to annual publication of S&amp;Q report</li> </ul>	<ul style="list-style-type: none"> <li>• Self- evaluation procedures PDRS and EAR to be re-established and developed</li> </ul>

Quality Indicator

Audit Levels (shaded)

Evidence

Next Steps

## How good is our management?

### 6 Policy Development and Planning

6.1	Policy review and development	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Staff input and feedback from collegiate and planning meetings</li> <li>• Cluster meeting minutes</li> <li>• Staff involvement in development of new Emergency Plan</li> <li>• Parent/Pupil Council Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue</li> <li>• Involve staff and ASPC more in evaluation of SIP</li> <li>• Re-establish regular and planned collegiate activities</li> <li>• Involve staff and parents in handbook and policy reviews and evaluations</li> </ul>
6.2	Participation in Policy and Planning								
6.3	Planning for improvement								

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
<b>7</b>	<b>Management and Support of staff</b>								
7.1	Staff sufficiency, recruitment, and retention	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>Strongly supportive ethos</li> <li>Feedback from staff</li> <li>Recruitment records</li> <li>Staff meeting minutes</li> <li>Timetables of staff deployment</li> <li>Improved staff communication re weekly diary</li> </ul>	<ul style="list-style-type: none"> <li>maintain and update staff CPD records</li> <li>re-establish regular EAR and PDRS</li> </ul>
7.2	Staff deployment and teamwork								
7.3	Staff development and review								

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
<b>8</b>									
8.1	Partnership with community, educational establishments, agencies and employers	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>IAF minutes, LAC review reports and reports for Children's Hearings</li> <li>Reports for SW/NHS</li> <li>Cluster and ASPC minutes</li> <li>Feedback from CPD/HT meetings</li> <li>'Jubilympic' minutes</li> <li>Acquisition of re-cycled materials for outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Continue partnership working</li> </ul>
8.2	Management of Finance								
8.3	Management and use of resources and space for learning								

8.4	Managing information							<ul style="list-style-type: none"> <li>• Budget Planning notes</li> <li>• Minutes of meetings</li> <li>• Gathering of information for reports/reviews eg CSP</li> <li>• Seemis datalog</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop use of Seemis</li> <li>• Re-establish tracking of pupil monitoring and assessment</li> </ul>
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## Self-Evaluation Audit

Quality Indicator

Audit Levels (shaded)

Evidence

Next Steps

### How good is our leadership?

<b>9</b>	<b>Leadership</b>								
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• Parent &amp; staff (teaching and non-teaching) strengths identified and utilised to raise attainment and provide high value activities: language teaching, recorder tuition, ICT, Netball , Football,</li> <li>• Identify and use individuals /organisations who can enrich learning experiences and help pupils see relevance of learned skills</li> <li>• Staff Audit</li> <li>• Class teachers work alongside specialist staff to plan and deliver quality experiences for the pupils according to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish PDRS and EAR process, to include all staff.</li> <li>• Maintain and further develop parental Involvement in school</li> <li>• Develop further wider community involvement</li> </ul>

9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> <li>• SIP state clearly how priorities will be addressed and measurable success criteria ensure the progress towards targets can be effectively evaluated.</li> <li>• Audit</li> <li>• Distributive leadership evident in staff readiness to take on unfamiliar/new responsibilities as required, and to raise issues and offer solutions relating to all aspects of school life</li> <li>• The pace of agreed change is managed effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor impact of falling roll on ethos, learning and teaching.</li> <li>• Address issues resulting.</li> <li>• Re- establish regular focussed staff self-evaluation</li> </ul>
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## 9. Other Achievements

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement
- having high expectations for all

**Some examples of our achievements this session are as follows**

### ***School***

- Outdoor grounds developed to enhance appearance and facilitate outdoor learning, as indicated in 2011-12 Improvement plans – pond, trim trail, murals, chalk boards, re-cycled tyre hanging baskets to encourage awareness of recycling opportunities
- Planting tubs for potatoes and strawberries to develop understanding of natural world
- P4,5 continuing link as Bird Friendly School with participation in Wildlife Explorers' Club
- P1-3 visited the Peregrine Falcon Centre to learn about Scottish birds and wildlife
- Rejuvenated Pupil Council – to inform HT's decision-making, and to develop responsibility and citizenship; organised several charity/enterprise events including a Marie Curie Yellow Day that tied in with World Book Day, and fundraising for our own Shelterbox
- Whole school involved in Active Learning Shelterbox Week, linked to CfE and citizenship theme (Shelter Box deployed in Phillipines flooding)
- P7 playground monitors – pupils encouraged to undertake responsibilities
- P7 appointed as JRSO – continuing to raise awareness of road safety issues
- P1-4 participated in 'What we see on our way to school' Sustrans competition....and one pupil won 1<sup>st</sup> prize and a model hydrogen car
- Both classes enjoyed Scottish Book trust Live Authors sessions and P4-7 were entertained by Barry Hutchison visit to school \*
- K'next Generation visited with active workshops on Wonderful Wind, Energy Investigators and Roaming Robots
- P4-6 took part in the K'nex Young Engineer Challenge and P5-7 worked in teams to carry out a K'nex Enterprise Project
- P6 from Drumblade School visited to deliver training on 'I Can' Profiles that will be linked to P7 Profiles
- P7s took part in local schools hockey tournament
- All pupils were involved in the Big Dance as part of the Get Set 2012 programme
- 3 P7s took part in the Enterprising Maths Challenge in Aberdeen University
- Alan Fraser made a 3 day visit with his WW2 exhibition for P5-7 but also opened to parents and P1-4 after school
- Whole School visit by Peruvian Mime artist Eduardo Sanchez, to tie in with drama programme in Term1 \*
- P5-7 had a whole day Mental Health workshop to raise awareness of its connexion to physical wellbeing
- P1-4 performed a mini-concert at Badenscoth Residential home
- P7 attended week residential trip to Loch Insh
- Whole school have participated in End of term celebrations and performances

For starred visits \* we were joined by 2 schools in the Cluster

### *Community Links*

- Sourcing and recycling materials eg telegraph poles, pews and tyres, to use and enhance outdoor areas from locality – parents, community, church
- Rag Bag collections of clothing and books – flyers put to local community
- P1-4 developed local links with a farmer for RNCI tattie growing and with RSPB as Wildlife Explorers; also Mini-concert by P1-4 at Badenscoth in December
- Parental involvement in voluntary capacity to enable active learning groups and cycling proficiency supervision
- Visits by ex-pupils who attended the school in 1940s to tie in with WW2 project
- Re-established minister assemblies and class visits
- P5-7 attended information gathering talks about local church and its organ with local elder and organist
- Pre-schoolers invited to events such as Sports day, Christmas part and fundraisers to foster good transition links
- P7 attended Xmas Factor at Turriff Academy to encourage positive transition links with next stage
- Visit to Alec Caravan and visits from Police, Fire Safety Officer, SSPCA, School Nurse for Handwashing Hygiene to tie in with delivering Health and Wellbeing
- School used as venue for village celebrations – Jubilympics – many families participated
- 2 teams entered Turriff Rotary Club Quiz – and one team came second, although both teams did really well
- Developed links with local businesses – Clark Computers to help raise funds for Shelterbox and with Ace Winches who sponsored some prizes for Jubilympics
- Whole School visit to Keith and Dufftown Railway

### *Charities*

- Shelterbox – pupils raised funds for their own disaster relief boxes (which have been deployed in the Phillipines)
- Children in Need
- Marie Curie Cancer Care
- Shoebox appeal for Romania

### *Enterprise Activities and Citizenship*

- P5-7 organised publicity, ticketing and refreshments for Hallowe'en and Christmas Parties (Pre-schoolers invited to the latter)
- All pupils involved in producing items for sale at Tabletop Sale, to raise Shelterbox funds (eg recycled wellies planted up with bulbs)
- P1-4 Baking day
- Pupil Council reactivated, and organised Wild Welly Wearing day, Singathon and Sponsored Silence, and Marie Curie Yellow Day
- P5-7 sold Christmas stamps to go towards their support for Children in Need
- Pupils worked with parent on starting a school newspaper
- Rag bag collections
- Pupil Council actively involved in plans to develop school grounds using recycled items, and whole school involved in implementation thereof in Outdoor Learning Day during Term 4

### *Extra-curricula*

- Expressive Arts – Brass Tuition  
Violin  
2 recorder groups  
Netball and football coaching and tournaments
- 4 Auchterless pupils performed a series of Christmas concerts with Turriff Silver Band
- Visit to HMT to see Christmas Panto
- Hallowe'en and Christmas Parties
- Burns Lunch and poetry recitation
- Rotary Schools Quiz

No Active Schools programme as co-ordinators position not filled until May.

### *Staffing*

- Reviews for non-teaching pupil support roles now complete and new position of PSA created
- Review for Admin and Clerical completed in so far as reduction in hours made but Options4Admin forum continuing consultation
- HT position vacant; HTR appointed as Acting HT so HT Relief was provided by supply staff; fortunately employed teachers familiar with school and pupils so minimised disruption
- Visiting Specialists in French, Drama, PE, Science and Music (no Art)

### *Training*

Teaching and non-teaching staff attended a variety of training and CPD events in and outwith school on inservice days and twilights including:

- Early Years
- Outdoor Learning Festival
- GLOW moderation
- Using the GLOW wiki and snow wiki
- Heinemann Active Maths
- CALM training
- Behaviour in the Early Years
- Gateway to Management
- P7 Profiling
- Cluster moderation of writing levels
- IProcurement training
- Inspiring Arts Ideas for Teachers