



**Exemplar School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020**

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the session 2019 – 2020. 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 Auchterless 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 analyse 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 Auchterless School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we work hard to ensure all our pupils get the best possible start in life and are enabled to maximize their opportunities and fulfil their potential.

We realise that within education things are constantly evolving with revisited and new ideas, with digital technology, with shifting demographics, so we continue to work hard 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.



Head Teacher

The School and its context

Vision

We do our best to be the best we can

To provide a happy, safe, caring, achieving and inclusive place for all, and to motivate the pupils to grow into responsible citizens, successful learners, confident individuals and effective contributors to society.

Values that underpin our work

The positive and inclusive ethos in our school aims to develop young people with resilience, whose minds are inquiring and creative, who are learning to have respect, kindness, fairness, tolerance and compassion for others, and who will gain confidence to play an active and responsible part in the wider community, both at school and in later life.

What do we aim to achieve for our children/pupils

We aim to 'Get it Right for Every Child' by working together and with our partner providers, to deliver active, relevant and engaging learning. We aim to give the pupils the skills to learn, think, question and understand for themselves.

Our Curriculum offers a broad range of educational opportunities and we try to link the learning to real-life experiences by linking up where possible with external providers of opportunities, so the pupils understand why they are learning what's in our curriculum. Children's ideas are valued; they have a voice through the Pupil Council, the Eco Committee and the JRSOs, offering improvements that have a positive impact on the whole community.

Context

Auchterless School is a rural school, situated south of Turriff in the Formartine District. It is non-denominational but has community links with the church, which is directly opposite the school. The school has a spacious feel, with three classrooms within one main building but on two distinct levels. In 2018-9, the lower/middle (P1-3) classroom was on the higher level, with a second classroom that was used for general purposes such as assemblies, ASN/small group teaching and also served as a library area; recently, internal adaptations to the building mean that there is now a dedicated easy access toilet near the P1-3 classroom. The third classroom for upper stages P5-7, is situated near the front door and Admin office. There is a school dining room where the pupils eat lunch transported from Fyvie School. The school has a large, well equipped hall available for P.E., music, drama, assemblies, school performances.

The roll for 2018-9 started at 35 but dropped to 33; the classes were split P1-3 and P4-6; however, as we have 14 incoming P1s, there will be 3 classes as of August 2019. Pupils were in composite classes for P4-7, P1-3 but this is changed now to P1, P2-4, P5-7 class.

Ms F Wallis

Primary 1

Mrs. L. Drew & Miss LeQuesne

Primaries 2, 3 & 4 - 19 pupil

Mrs. F. Evans & Mrs L. Ferguson

Primaries 5, 6 & 7 - 14 pupils

Supporting the HT and CTs there was an ASfL teacher, Mrs Couper, replaced by Mrs Capocci, 3 PSAs (1 full time, 2 part-time) with Mrs Anderson (Admin) and Mrs Morrison (Admin support)

Our school chaplain visits the school termly or more regularly if available.

The school has an active and busy Parent Council - their grant applications and fundraising hugely benefitted the pupils this past year and will continue to do so. We encourage involvement of parents and carers in the work of the school - they are invited to visit and attend events/workshops; we have regular parent volunteers (PVG checked) to support active learning in and out of class.

At Auchterless School we have worked hard to develop an outward-looking ethos while maintaining the benefits of personal relationships that a small school can offer. Pupils had the opportunity again to take part in Stay and Play, Streetdance, Jog Club and Yoga provided by Active Schools and run by staff or volunteers. They were also able to access activities in Turriff and many took up these opportunities (64% of pupils engaged in activities at some point in Term 3)

We have developed positive partnerships with the local community both in the immediate context of Auchterless and also with wider area. At times, the school links with other local schools to enable pupils to access opportunities, such as our participation in Vex Robotics and Haddo's McOpera; staff may also share training and moderation events with cluster colleagues to ensure consistent approaches and preparation for transitions.

We link with the Auchterless Residents' Association through our involvement with the Community Cuppa, and by planting and maintaining several floral displays in the summer and winter; we open events to the local community such as our Christmas celebrations, Christmas Fayre and Soup and Sweet Saturdays. We also work collaboratively with the local community council on projects such as installing a defibrillator on the side of the school and by providing a re-cycling service for clothes and books.

Pupils support national charity events such as Children in Need, Red Nose day and Save the Children and RSPB Birdwatch. This year the Pupil Council fund-raised for Aquabox to send to disaster zones where water supplies are contaminated, organising various events such as the duck race in May.

We engage in local competitions such as Turriff Rotary Quiz, Formartine Beginning to Blossom and Garioch Run to provide opportunities for pupils to represent the school and to gain confidence and achieve successes outwith school.

Analysis of SIMD data shows that no child at Auchterless School lives in an area of deprivation (deciles 1&2); all children are in decile 5 or above. However, there are other kinds of deprivation and we need to address these too - all children are entitled to the best education so that they can be the best that they can be.

The use of the PEF has been targeted towards increasing the range of resources for literacy and health and wellbeing. Staff training focused around the identified needs. The school has a clear commitment to equity and values the learning of all pupils while striving for excellent progress and achievement.

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 2018-19.

<p>Priorities</p> <ul style="list-style-type: none"> • Continue to find opportunities for increased pupil voice, giving them greater responsibility for improvements. • Review vision, values and aims with pupils, parents and other relevant partners • HGIOS4 Challenge Questions to continue to be used at collegiate meetings to provide more systematic focused reflection and stimulate improvements for all learners • Develop and extend the principles of Emerging Literacy across the school • Staff continue to incorporate understanding and familiarity of NIF, Aberdeenshire Progression frameworks and Benchmarks for levels 	
Progress	<p>Pupil Voice meeting regularly with parent support. Minutes displayed on school noticeboard.</p> <p>Review of Visions and Values with pupils and parents has not taken place and HGIOS4 Challenge questions used at the start of the year but this lapsed due to staff availability.</p> <p>Emerging Literacy has been developed and extended; staff have attended training and buddy networking, HT also involved in taking a Whole School approach to Emerging Literacy.</p> <p>Through cluster moderation and discussion, staff continue to become more familiar with the frameworks and benchmarks for the different levels.</p>
Impact	<p>Pupil Voice has been successful in fundraising and changes to the school reward system. Were actively involved in the choice of play equipment and in its location.</p> <p>Discussion around challenge questions useful but impact reduced because of time and staffing issues.</p>

	<p>P1-3 class teacher using NAEL assessment and tracking; ASN teacher beginning to use EL resources as part of targeted intervention for P4/5 Literacy. Parents can use resources to support their children's early literacy skills at home.</p> <p>Increased confidence in tracking progress within the school because of discussion at cluster moderations and with colleagues.</p>
Next steps	<p>Continue to facilitate regular PV meetings and develop more involvement for Eco Committee and JRSOs, so more effective collaborative working. To roll Review of Vision and Values onto 2019-2020 priorities.</p> <p>Ensure all staff are aware of emerging Literacy resources and assessments of progress are tracked so that the school can point to the impact that taking an developmental approach has had on literacy.</p> <p>Continued collaborative work with cluster colleagues and collegiate discussions around frameworks and benchmarks.</p>

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3/4

(HGIOS?4 1-6 scale)

Overview:

All staff members and stakeholders have a shared understanding of the local community and its context. This helps to shape the vision, values and aims at Auchterless School and also the aspirations for the school. Parents, pupil and staff have been involved in reviewing engagement at all levels. Leadership roles are undertaken by both staff and pupils. All staff have high expectations of learners and there is a clear drive for school improvement, while at the same time recognising the need to manage changes sustainably if they are also to be positive.

1.3

Key strengths:

- Staff are involved in improvement planning & school development work. All staff members are involved in ongoing reflection and discussion of data, in the evaluation of progress and its impact on learners; all staff contribute to the review of the BGE 3-year rolling programme, identification of next steps for the school and future priorities.
- Collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- A range of approaches are used to gather views and ideas in order to further improve the school. (Questionnaires, discussion, collegiate meetings, individual meetings which may involve staff, parents, and pupils)
- Staff understand the value of self-evaluation and improvement planning. Staff understand that for change and improvement to be meaningful and relevant to the context of the school within our community, that vision needs to be shared and it focuses on improvements in the outcomes for all.

- Leaders at all levels are learning to motivate and inspire others through their daily actions.
- Tracking and moderation conversations between staff - formal and informal - give them an opportunity to discuss improvements/next steps.
- Recent increased staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Weekly planning formats encourage regular staff professional dialogue, discussion, self-evaluation.
- The school has a detailed Quality Assurance calendar which ensures there is focused attention on monitoring and evaluating learning and teaching. HT may monitor and evaluate through informal visits, sampling of jotters, and sharing of plans, discussion with pupils.
- Professional dialogue and discussion around classroom practice, relating to learning and teaching, indicate class teachers are reflective practitioners. Learning Journeys encourage pupils to be reflective and identify their next steps.
- CLPD opportunities are offered to all staff - they are actively involved in CLPD activities linked to improvement planning and encouraged to discuss how these can impact on their learners and on their practice. All staff are also encouraged to develop their own interest and expertise, be it NAEL, Maths Mastery, HWB and mental health, positive playtimes etc.. All professional development is discussed in the context of PRD in line with GTCS guidelines.
- All stakeholders are encouraged to share their views and be involved with the school improvement planning.
- Staff engage in moderation exercises with cluster schools in order to share practice and developed a shared understanding of progressions, frameworks and benchmarks in Literacy and Numeracy.

Identified priorities for improvement:

- Monitor our tracking of wider achievement and the impact it is having on individual learners.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
- Make better, more regular use of the QA calendar
- Self-evaluation and learning visits to be developed further in school, possibly with neighbouring school
- Practitioners have regular planned opportunities to refresh their pedagogical practice, looking inwards, outwards and forwards.
- Make more effective use of data
- Develop simpler, more reader-friendly documents that allow all stakeholders to be engaged.
- Develop ICT skills and confident use by practitioners in the class

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 4

(HGIOS?4 1-6 scale

Overview:

The ethos of Auchterless School is usually positive and respectful of all. Almost all pupils engage well with learning experiences and there is evidence of appropriate pace and challenge for all. The quality of teaching is good. The school continues to develop the use of IT to support learning appropriately. Staff engage in frequent informal professional discussion, and more formally moderate and plan collegiately; they use assessment information in order to track progress and identify next steps in learning.

2.3 Key strengths:

- Almost all learners are motivated and eager to engage in their learning.
- There are positive, respectful relationships in evidence across the school.
- The everyday language used across the school links clearly to a rights respecting ethos.
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful. This is may evident in writing or on wall displays, or may be discussed with pupils during learning.
- All staff plan appropriately in order to meet needs and, as we become more confident and familiar with the Aberdeenshire frameworks and Education Scotland Benchmarks, these are used to plan.
- Many pupils contribute to the wider life of the school and its community. Their views are sought and acted upon, wherever practicable.
- Learning and teaching in classes is underpinned by the school's vision, values and aims.
- Digital technology has been a sore point as there have been issues but many of these have been addressed this year and it is beginning to be used more effectively to support learning. Parent Council have supported purchase of new Clevertouch Boards and staff will be undergoing training.
- Technology is, nevertheless, used across the school, normally daily, to enhance learning opportunities.
- Questioning and higher order skills are promoted and from observations this is evident in practice – staff are aware of Bloom's Taxonomy and use open and challenging questioning.
- Ongoing formative assessment is evident in all classes, and staff have previously undergone training on positive feedback.
- Aberdeenshire Frameworks/Benchmarks are being used to support Assessment opportunities.
- There are opportunities for some pupils to make choices in how and where they carry out their learning. Identified ASN pupils, they may have some choice over when they carry out their learning.
- Participation in Pupil Voice, JRSOs, Eco Schools as well as a range of citizenship focussed activities (eg purchase of the Aquabox) ensures that pupils are developing the skill for life learning and work

Identified priorities for improvement:

- Further develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards.
- Continue to develop pupil confidence in discussing their learning/identification of next steps.
- Develop the use of technology in supporting effective learning and teaching, especially use of TMR
- Staff to make increasingly confident use of the Aberdeenshire Frameworks/Benchmarks
- Staff to continue to develop effective questioning techniques to develop thinking skills.
- Develop a more positive and consistent approach to feedback to both pupils and parents.
- **Add QI 2.4 to SIP for 2019-2020:**

We want to continue

- To identify learners' needs through robust assessment information including specialist input and to provide differentiated tasks, activities and resources (professional dialogue between HT, CTs and support staff)

- To use staged interventions effectively, at universal and targeted levels to have a positive impact on all children's learning (differentiation approaches)
- To support pupils to become resilient learners, to minimise the impact of potential barriers to learning (Learning pit and the power of ...Yet)

We want to develop

- staff capacity to increase flexibility and to use a range of approaches, to meet the needs of all learners (timetabling)
- Partnerships with stakeholders and parents to ensure appropriate depth, pace and challenge (use of local community skills)

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4/5

(HGIOS?4 1-6 scale)

Overview:

Staff at Auchterless School have a very good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

3.1 Key strengths:

- 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.
- The School has an ASN audit of need which is reviewed twice a year within the cluster, and used in regular tracking discussions with staff. Where staff identify learners who require support the school responds quickly to identify and accessing available resources to support; however, sometimes that support is not available due to staff shortages but staff work hard to minimise this on the learning and development of the pupils.
- During session 2018-9 whole school understanding of GIRFEC, including a shared understanding of Wellbeing Indicators, continues to be developed.
- All staff completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The school actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.

- The school's HWB programme - broadly following the cluster-agreed Bounceback programme - promotes our inclusive ethos and our understanding of the need for healthy mind as well as healthy body.
- The Aberdeenshire Dyslexia friendly toolkit is available to support pupils in every class.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing.
- Effective transition arrangements are in place for pupils. Enhanced provision is available and planned for pupils in relation to individual needs.
- IEPs and PLPs are in existence for pupils who have been identified as requiring close action-planning – pupils if age-appropriate, parents, class teacher, SFL teacher, other professionals eg SLT if appropriate, and HT being involved in the process. In addition, staged intervention groups are used to boost skills.
- Importance of early identification of needs given priority, with PSA time being weighted accordingly.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Parents feel fairly well-informed about pupil progress; they feel well-informed about events in school, and are generally happy with the accessibility of teachers and the HT.

Identified priorities for improvement:

- Further develop approaches to measure fully the impact of targeted interventions over time for our learners, particularly our PSA support.
- Further create an environment where all stakeholders feel listened to and their matters and concerns are listened to and addressed with sensitivity.
- Staff to continue to model behaviour that promotes and supports wellbeing.
- Continue to build capacity as a team to best meet the needs of pupils with increased levels of need.
- Make greater use of SEEMIS Pastoral Notes to ensure that relevant information is shared while respecting pupils and families privacy.
- To develop greater use of our outdoor space to promote positive relationships and to work with AFCCT to promote diversity and challenge intolerance, especially in the playground.
- Continue to target use of PEF appropriately in order to ensure pupil need is met.

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

As per QA calendar

Use of TMR system throughout the year to identify needs arising and being resolved

Analysis of SNSA assessment in conjunction with professional judgement

Feedback from Cluster Attainment review and Dashboard

Feedback from parents on individual pupils progress at parent /EPS consultations

Key strengths:

- Attainment in literacy and numeracy for all learners is central to the work of our school and features in annual improvement priorities, balanced alongside careful HWB monitoring.
- Use of tracking and monitoring system of attainment highlights that the majority of children at Auchterless School attain or exceed expected levels for literacy and numeracy.
- Attainment data is discussed and analysed at tracking/planning discussions throughout the year with HT and CTs.
- Attainment data from standardised assessments demonstrates that there is a very good match between this and teacher's professional judgements; discussions are used to identify individuals requiring targeted support from all staff to remove barriers, including poverty, and ensure equity for all. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Attainment is compared against local and national averages at Cluster reviews, and shows good progress made in Reading and Numeracy (using Number Talks).
- Overall our learners are successful, show confidence, are responsible and contribute fully to the life of our school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- Pupil participation in their wider community is successful through partnership with a variety of different links including Community Cuppa, Formartine Beginning to Bloom, Vex Robotics, McOpera, Turriff Lights, Winter Wonderland, Christmas church performance.
- Wider achievement is celebrated and shared within individual classes and at whole school assemblies or on the Achievements board.
- Staff encourage all pupils to see links between what they are learning and life skills.
- Good collaborative working with stage partners to ensure effective transitions.

Identified priorities for improvement:

- Continue to track attainment, including attainment over time to pick up trends, evaluate and use for identifying improvement priorities.
- Using assessment data to inform planning, increase attainment in writing, and continue to increase Mastery of maths using Numicon.
- Staff development time to be used to familiarise themselves with SNSA information and use as appropriate
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement
- Continue to embed the use of Aberdeenshire and Education Scotland's benchmarks to continue to make increasingly confident professional judgements.
- Develop use the CfE Benchmark app

PEF 2018-9

Identified gap	As this related to a single pupil, I do not feel it is appropriate to identify specific gaps
Expenditure	The £1200 was spent on <ul style="list-style-type: none">- Buying in additional Literacy resources- Buying in 2 sessions of Drum Fun to develop listening skills and confidence, gross motor skills- 8 sessions of Relax Kids- ASN resources and site licences
Expected outcomes	<ul style="list-style-type: none">- More enjoyment for reading and opportunities to teach reading skills through appropriate and modern resources.- Positive use of mindfulness and improved sense of wellbeing- Increased type speed using online resources.- Improved listening skills and gross motor co-ordination using music to develop listening and physical response.
Impact Measurements	<ul style="list-style-type: none">- Improvements tracked in Literacy and HWB- Professional discussion with CT/ASN teacher.- Reading skills before and after new texts introduced.- Pupil feedback that enjoyment of reading increased.- Use of mindfulness strategies to calm and focus pupils

Capacity for improvement

School 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 advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve, and also by informal and regular parental feedback.

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.

Key priorities for session 17-18

Priority 1 – Raise attainment and achievement in Literacy and Numeracy by ensuring that staff have opportunities to learn from and with each other , both in school and across cluster.

Priority 2 – Develop ethos of respect across the school in all areas in order to develop a collective sense of responsibility.

Priority 3 - Develop use of technology to support effective learning, teaching, assessment, tracking, monitoring and planning all stage of the Moderation cycle.

Action planning

<u>National Improvement Framework Priorities</u>		<u>HGIOS</u>	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <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</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/ practitioner</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>	
Improvement Priority	Outcomes for learners	Impact Measurement	
<p>Priority 1</p> <p>Raising attainment in Literacy and Numeracy</p>	<p>Pupils at Auchterless School will</p> <ul style="list-style-type: none"> - use Emerging Literacy strategies to develop and support reading and spelling to raise achievement; - develop writing skills alongside creative writing; - develop confidence in Maths, using Number talks, & develop confidence with Numicon; - benefit from consistent whole-school approaches as a result of staff cascading/ sharing training to colleagues. 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> - analysis of achievement data and professional judgement. Looking at what is working well and staff sharing this at collegiate meetings. Continued identification of pupils requiring support so interventions in place, measured and evaluated. 	<p>PEF funding for 6 additional PSA hours</p>
<p>Priority 2 –</p> <p>Developing respect across the school</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> - develop self-respect and acknowledgement of personal 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> - ethos in school felt by pupils themselves and by visitors 	

	<p>achievements through LJ and Achievements board</p> <ul style="list-style-type: none"> - respect for each other, respect for parents and visitors by listening to and accommodating others' views <p>(continued below)</p> <ul style="list-style-type: none"> - respect for the community and the environment by looking after school property and grounds, and participating in upkeep of locality; - develop a sense of collective responsibility 	<ul style="list-style-type: none"> - pupils more aware of their own and others achievements, so able to use Relax Kids Affirmations effectively - school grounds, and area nearby, are tidy and kempt - pride in 'Our School' 	
<p>Priority 3 – Develop use of digital technology</p>	<ul style="list-style-type: none"> -staff and pupils will use ipads, laptops and Clevertouch to support effective learning and teaching; - staff and pupils will use these for assessment, -staff will track, monitor and plan ie at all stages of the Moderation cycle. - pupils to share learning with parents through pupil blog 	<ul style="list-style-type: none"> - greater confidence in digital skills for pupils and staff - pupil blog completed by P6s - staff use to evaluate and track pupils' progress, so needs are met and interventions made earlier. 	<p>PEF funding £1000 towards purchase of Clevertouch screens</p>

Wider Achievements

Memories are made of this:

Successful Learners, Effective Contributors, Responsible Citizens, Confident Individuals

Although we are a small school, we are busy in many areas, and great value is placed on pupils' achievements - in and outside school. We also tend to do quite a number of activities as a whole school, which allows older and younger pupils to get to know each other in a way that would be impossible in a larger school. This year we have had a stronger Pupil Voice and this has resulted in pupils having more say in the rewards system – Free Seat Fridays and Dress Down Friday – and pupils have selected the choices for Golden Time. They have also chosen what play equipment the school bought with our grant. We put a strong emphasis on being mentally healthy and happy, so have always started our day with some wake-up exercise, varying it from term to term (a bit like the Daily Mile but not always walking/running).

We are very fortunate to be supported in terms of both physical help and financial support by our Parent Council, who through their fundraising have provided so many opportunities from which pupils benefit.

In August, we harvested huge quantities of apples and plums as well as other fruits and veg, which was used later in the term, in food technology – making apple and plum juices and also jams and chutneys which we

sold at our autumn fayre, our soup and sweet, and at the ASPC coffee morning in Turriff as part of this year's pupil enterprise.

We designed Christmas cards and baubles - although it was only September! – and in December won £100 First Prize for our Winter Wonderland scene. We were awarded the Judges award as well as a Gold award in Formartine Beginning to Blossom and this was a pleasant surprise as we had not expected this; unfortunately we were unable to attend the award because we were singing at Haddo House, at Haddo Arts festival with McOpera – P4-6 performed on stage with 5 other schools with an orchestra in front of a public audience. As a wind down, pupils came Fancily Dressed for our party at the end of October. P1-3 also had fun screaming at the Road Safety Magic show, which we attended at Fyvie, and came back with some safety messages embedded in their ears.

We remembered the sacrifice of relatives and local people during periods of war by making our own poppies and we placed these, as part of our Remembrance Service in the Church, around the local War Memorial in Auchterless. For this some of us wrote and read our own poems, and composed a song.

We took part in STEM funded Vex Robotics, building and then racing our robot at Robert Gordon and we get to keep the kit! We were the youngest team there.

And we were also the youngest team at the Turriff Rotary Quiz – 1 P5, 2P4s and a P3 – good on you! – and we didn't come last!!

In December, we started with a whole school trip to the Panto in HMT Aberdeen, with families, and that put us in the mood for a whole school Christmas concert in the church, open to everyone locally, which combined with the village Christmas tree switch on.

We had fun with visits from Relax Kids (6 weeks and a Christmas special!) and ended the year with a Polar Bear Drive on the last day of term 2. We wore Christmas jumpers on Festive Jumpers day, raising more money for our Aquabox fund.

Generation Science visited us for a show Power from the People in Term 3; and we were also visited by Knext Generation for 2 fantastic workshops – pupils always look forward to her technology workshops, but for the older class this time, she ran a Maths workshops which fitted perfectly with their classwork on Shape

In Term 4 we made a lot of noise and had great fun with Steve from Drum Fun. We also hatched bees, butterflies and chicks – the chirping was quite therapeutic after a while!

Health and fitness – after-school clubs – Street Dance, Jog Club, Stay and Play, Yoga. Swimming provided by Active Schools - 64% uptake at clubs at school and in Turriff - and

£12000 of playground equipment and games added thanks to successful applications from Foundation Scotland (£10000) and Tesco (£2000).

Whole school wellbeing – walk and talk, Wake and Shake, Fitness – on all days except Wednesday. We entered Run Garioch in March with increased participants - feedback from those who ran was very positive although the weather was cruel! We were luckier in May for our Sports day because we actually managed it on the first date planned – unlike many other schools! As usual, pre-schoolers attended.

We rounded off the school year with a picnic to 'open' the new play equipment to which we invited the pre-schoolers and parents from Playgroup, and P3-6 performed the 'eerie-oorie' play Mary Elphinstone which was re-written for our pupils by our PSA.

Wider Community Links

- Link up with Playgroup – MAAP meetings earlier to ensure needs are met; some shared events, especially closer to transition times.

- Links with local schools – support from Turriff Academy for Vex Robotics team and link with Crudie. Fewer link ups this year because of staff changes across cluster but plans in place for next year for joint performance with Scottish Opera.
- Involvement with ARA Community Cuppa providing posters and cakes for some months, link up Auchterless Playgroup, and AIFCC - moving ahead with installation of Defibrillator.....getting quotes and paperwork. Local Community joint activities – Jam and chutneys; Christmas Fayre; Soup and Sweet
- Rev Potts regular visits to school for assemblies; contributions to Church mag; Remembrance Service
- Turriff Rotary Quiz Team (youngest one there again!); Turriff Xmas Lights Competition, Winter Wonderland montage winners.
- ECO - Recycling Ragbag - Raised over £395.60 this year to date. Litter picks around the village are a favourite Golden Time activity!
- Pupils, staff and parents support Books Abroad.

Charities supported by the school

- Children in Need £85
- Red Nose Day £80
- Aqua box – pupil-led fundraising - £258.39 waiting for response from Aquabox