

**Auchnagatt School**

**Standards & Quality Report**

**2017-2018**

**&**

**School Improvement Planning**

**2018-2019**

# *Auchnagatt School Forward*

We are pleased to present both our Standards and Quality Report for Session 2017– 2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Auchnagatt 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 Auchnagatt 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.

Jill Thomson

Head Teacher

**The School and its context**

*Our vision for Auchnagatt School is a secure, happy place to learn where everyone is encouraged to take pride in themselves, those around them and their work and where everyone’s efforts are valued and celebrated.*

**Values that underpin our work**

Today’s children face a constantly changing world. At Auchnagatt we work together to build on their personal skills, interests, talents and strengths to develop the skills needed for today and meet the challenges of tomorrow.

**Values**

Show respect for yourself and others

Have the confidence to tackle new challenges

Be friendly and welcoming

Encourage a healthy, active lifestyle

**What do we aim to achieve for our children/pupils**

Through the implementation of our school aims, children will be encouraged to develop the Four Capacities of A Curriculum for Excellence.

**Successful Learners**

* To provide a broad, balanced curriculum which both challenges and motivates pupils.
* To provide a range of teaching and learning experiences which promotes enjoyment, allows children to share their talents and achieve their potential.
* To celebrate success in a variety of ways.

**Confident Individuals**

* To encourage pupils to respect themselves, others and their environment.
* To develop resilience and perseverance and the confidence to tackle new situations.
* Ensure everyone is included.

**Responsible Citizens**

* Support our pupils in making positive, informed choices.
* To develop awareness of themselves, the world around them and the impact their choices and decisions have.
* To foster partnerships with parents and the wider community

**Effective Contributors**

* To give pupils the skills to communicate effectively in different situations
* To encourage and develop teamwork skills
* To provide leadership opportunities

**Context**

Auchnagatt School is a non-denominational school with a current role of 49 pupils, it was opened in 1957 and replaced the two schools of Savoch and Clochan. In 2007, to accommodate pupils from the closure of the nearby Braeside School, an extension for office accommodation and a fully upgraded school meals kitchen was added. A car park was also added to the front of the school.

Auchnagatt School provides education for children aged 4 1/2 – 12 i.e. from P1 – P7. There are 3 classes and a teaching Head Teacher who are supported by a School Administrator, an Administrative Assistant, two part time Pupil Support Assistants and a part time Janitor.

We also have a number visiting specialists who provide support for learners and specialist skills. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

The school has a supportive School Council. There is also a Pupil Council in the school.

Pupils transfer to Mintlaw and Ellon Academies for Secondary Education.

**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 2017-2018.

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| Priorities  PUPIL EQUITY FUND: EARLY YEARS PROJECT  PUPIL EQUITY FUND: NUMERACY PROJECT  Self Evaluation  GIRFEC  Raising Attainment and Achievement, Assessment and Moderation  Curriculum Design: Bundling, Rationale, Programmes of Work  Digital Learning/Technologies  HWB: Sexual Health & Relationships | |
| Progress | **PUPIL EQUITY FUND: EARLY YEARS PROJECT**  Two members of staff trained in Talkboost programme. 2 members of staff signed up for Emergent Literacy training and have attended initial introduction day. Early Intervention Learning Packs refreshed and used with new P1 pupils during their induction    **PUPIL EQUITY FUND: NUMERACY PROJECT**  Cluster Numeracy PT appointed and leading developments in the cluster. Also numeracy champions who shared mastery in maths techniques which we have taken on as a school.  **Self-Evaluation**  Self-evaluation ‘windows’ and focus Qis identified. Some of these completed in school with targeted QIs shared and moderated across the cluster. Electronic version of Education Scotland Parental Questionnaire issued to parents.  **GIRFEC**  In-service training delivered by Neil McKay of Action Dyslexia. WOW boxes continue to be used in classes with further resources added to support pupils with a range of needs. Twilight training by the Technologies Team to support Additional Support Needs. Annual Child Protection update. HT and Administrator have received training on Latest Pastoral Notes.  **Raising Attainment and Achievement, Assessment and Moderation**  Cluster moderation slightly hampered by lack of detail in SNSA results, however good cluster communication regarding levels and sharing of good practice. Data carefully tracked and professional dialogue embedded regarding best use of data.  **Curriculum Design: Bundling, Rationale, Programmes of Work**  Rolling programme of Es & Os in place with 2 years of the programme still to run. Whole school collaborative weeks and whole school ways of working are also included in this programme.  **Digital Learning/Technologies**  I-pads, Blue Bots and SCRATCH regularly being used across the school and across curricular areas to support learning and teaching. Digital Leaders identified with specific roles. One CT, designated as Digital Champion, attends the cluster Digital Technologies group. Facebook page set up for parents – at present this is used more to share information more than learning as not all parents have joined – school newsletter remains the main vehicle for sharing learning across the school.  **HWB: Sexual Health & Relationships**  Using the CORAM materials in the main for this and have trialled them this term with good feedback. |
| Impact | **PUPIL EQUITY FUND: EARLY YEARS PROJECT**  Talkboost – all of the pupils who took part in this intervention have shown an improvement in all areas of literacy assessed with 3 of the 4 showing significant improvements in the areas where they were weakest.New P1 pupils have benefited from appealing, updated, skills based resources in the Early Intervention Packs.  **PUPIL EQUITY FUND: NUMERACY PROJECT**  All staff using fluid groupings and beginning to use Mastery Maths approaches.  Numeracy workshop delivered by Numeracy PT offered to P5 – S1 parents. Pupils engaged in their maths/numeracy learning and keen to challenge themselves at an appropriate level.  **Self-Evaluation**  All staff engaged in the self-evaluation process and aware of their role in the process of whole school evaluation. Staff more focused on the impact of systems and interventions on pupil learning and development.  **GIRFEC**  All pupils have access to WOW Box resources, these are regularly used so there is no stigma around these resources which can easily be targeted towards pupils who will particularly benefit from them. Strategies form In-service dyslexia training used with the whole school during our Literacy week, these are also regularly used in classroom practice to support all learners. Some aspects of the Digital Technology twilight regularly used to support pupils. Use of digital technology promoted through the introduction of Digital Leaders so this is accepted as a universal support.  **Raising Attainment and Achievement, Assessment and Moderation**  Attainment remains good in school and staff are all involved in this process. Identification of specific needs has led to effective inputs from class teachers, SfL and trained PSAs to meet the needs of individuals and groups of pupils.  **Curriculum Design: Bundling, Rationale, Programmes of Work**  Staff track coverage of Es & Os to ensure coverage and allow for flexibility and depth.  **Digital Learning/Technologies**  Pupils engaged and enthusiastic about digital learning and technologies, this impacts on other curricular areas. Pupils proud of their role as Digital Leaders.  **HWB: Sexual Health & Relationships**  Initial feedback has been positive and the materials are far more relevant than the previous Living and growing materials. |
| Next steps | **PUPIL EQUITY FUND: EARLY YEARS PROJECT**  Update training for P1 staff in Talkboost. Identified members of staff to continue training in Emergent Literacy, methodology to be introduced to P1/2 class and cascaded to other staff. Required method of data gathering and impact measurement to be implemented.    **PUPIL EQUITY FUND: NUMERACY PROJECT**  6 twilights being planned for next session – included in WTA for all staff. Number Notions Packs identified to be purchased for pupils to use at home – cluster purchase. Further maths and numeracy resources to be purchased to allow pupils to be more independent in choosing the most appropriate concrete materials for their learning style.  **Self-Evaluation**  The timetable of QIs was over ambitious and unmanageable, this has been reviewed for session 2018/19 and should prove more manageable.  **GIRFEC**  Further resources for ASD to be added to the WOW boxes – cluster development. Introduce all staff to Latest Pastoral Notes on In-service day 1 to replace paper based chronologies.  **Raising Attainment and Achievement, Assessment and Moderation**  SNSA feedback and analysis will become more sophisticated and become a tool for underpinning aspects of professional judgement. We will continue to track for targeted groups in school and plan for individual progress. New electronic tracking system which pulls all the data we have available into one place will support this.  **Curriculum Design: Bundling, Rationale, Programmes of Work**  Review at the end of session 19/20 to ensure still fit for purpose.  **Digital Learning/Technologies**  ICT refresh and new solutions for school – staff and pupils to become familiar with the new system. Look for creative ways to fund replacement technology to enable us to continue to offer the opportunities we do currently.  **HWB: Sexual Health & Relationships**  The cluster group are further improving this package as well as making developments in wellbeing. We have bought into the GL Health and Wellbeing assessments to make comparisons across the cluster and the UK. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  Level of quality for core QI: 5  (HGIOS?4 1-6 scale) |
| Overview:   * 1. Key strengths: * Staff take a leadership role in school and in cluster improvement groups * There is a strong team spirit among staff and volunteers from the parent body and wider community * Staff know the pupils well and are aware of the needs of individuals * All staff take part in ongoing CLPL which is planned for through the PRD and EAR/PPP processes, staff share their learning to improve outcomes for all learners * There is a high level of collaborative work across the school which all staff and pupils are involved in: Learning to Learn week, termly co-operative weeks, morning ‘aerobics’, this gives all pupils a variety of opportunities to take on leadership roles * The school charter brings all vision and values together along with the rights. There is an annual light refresh of the school charter. Parents are informed and views sought through RRS newsletter. Learners are involved in the refresh. Each class also develops their own charter linked to the Children’s Rights * Teaching and PSA staff lead learning across the school. Teaching staff are involved in cluster collegiate activities that impact on learning and teaching in the school. PSAs are developing their knowledge, understanding and implementation of Talkboost at the early stages * Self-evaluation for continuous improvement is becoming embedded * Professional dialogue for planning and attainment is embedded in the QA calendar * All staff are involved in planning and review of the SQuIP and WTA   Identified priorities for improvement:   * Create opportunities collegiately for practitioner enquiry * Target early literacy skills and numeracy across all levels through the Emerging Literacy and Mastery in Maths processes * Further develop our HWB programme of work to ensure pupils experience a comprehensive programme of experiences from P1 – P7 which builds on prior learning |

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

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| 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:  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * All staff work together as a team with the needs of the pupils at the heart of everything we do to create a positive learning environment * Use of data to inform next steps/deployment of resources. * Flexible approach to planning dependant on the needs of the pupils but still adhering to CfE principles and guidelines * Pupils are engaged in their learning and are making appropriate progress * Pupils are supported to be as independent as possible in their learning * Children’s achievements shared and celebrated, the development of our Achievement Wall has proved very popular with pupils and parents * Recording of achievements in and out of school from P4 – P7   Identified priorities for improvement:   * Develop and resource numeracy packs to allow pupils greater choice and further encourage them to become independent learners * Develop the Reporting calendar further * Start to track learners’ achievements in and out of school – P1 – 3s * Further involve pupils in the bigger decision making process - creating and evaluating the school improvement plan. * Continue to recognise and track out of school achievements * Analyse and respond to data from GL PASS assessment |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information  Level of quality for core QI: 5  (HGIOS?4 1-6 scale) |
| Overview:  [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * Learners with additional support needs are appropriately supported * The learning community has a shared understanding of children’s wellbeing and rights * The whole school community supports a climate where pupils feel safe and secure * All staff work well as a team, sharing information and finding solutions to support all pupils in their learning and health and wellbeing * Positive relationships across the school built up, promoted and developed through buddy system, co-operative groups and clubs and groups * All pupils involved in the wider life of the school through Clubs and groups as well as collaborative weeks and aerobics * Attainment data is scrutinised and, along with staff professional judgement, is used to make decisions on next steps for learners   Identified priorities for improvement:   * Develop the curriculum to ensure there are progressive opportunities to explore diversity * Develop the buddy system further to include playground games – particularly at the start of a new session * Build opportunities into the collegiate calendar for staff to share professional learning and good practice |

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| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Level of quality for core QI: 5  (HGIOS?4 1-6 scale)  Sources of evidence/ evaluation activities undertaken:  As per QA calendar  TMR system  Key strengths:   * All pupils are making appropriate progress in literacy and numeracy with the majority of pupils attaining on or above expected levels * Teaching staff make good use of the Aberdeenshire frameworks and both Aberdeenshire and Education Scotland Benchmarks to inform planning and professional judgement * Tracking and monitoring system in place to allow data analysis and track pupil progress over time * Wider achievements are celebrated and valued with plans in place for those at risk of missing out * Skills for learning, life and work are embedded throughout our curriculum with a strong emphasis on mixed stage, collaborative working   Identified priorities for improvement:     * Further familiarisation with SNSA assessments and data * Continue to implement TalkBoost with new P1s * Staff training in Emerging Literacy, look at where this methodology can be used to enhance our current practice * All staff to become familiar with and make use of new tracking system introduced this year * Training for all staff in Mastery maths * Raise the profile of our Attainment Wall and extend the use of the achievement tracker * Make more explicit links to skills for learning, life and work |

PEF 2018-2019

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| Identified gap | * Pupils are responding well to number talks style of teaching; showing an enthusiasm and confidence in their learning * Expand this approach through the development of Mastery in Maths approach across the school * Research has shown that this is an inclusive approach which has proven to successfully engage pupils who can find maths/numeracy challenging as well as extending average and able pupils |
| Expenditure | * Audit of current maths and numeracy resources * Purchase of a wider range of practical number and maths resources to support the development of Mastery Maths approach – this will build on current number talks development * Organise current and new resources to be accessible to pupils to allow them more choice over the concrete materials they chose to support their learning * Staff to attend twilight training (6 twilights over the course of the session – TBC) as part of our WTA/staff development |
| Expected outcomes | * Pupils will become more independent in their maths learning through having increased choice of the resources they can choose to support them * Pupils will be able to talk confidently about their learning in maths and their next steps * Pupils will gain a deeper understanding of maths concepts and be able to transfer them to new and unfamiliar situations |
| Impact Measurements | * Monitor attainment through assessment and dialogue with staff * Dialogue with pupils – confidence in maths/numeracy and ability to discuss their learning * Review teaching and learning approaches in collegiate time to support all staff in taking this initiative forward * Evidence in monitoring classroom practice |

**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 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.

**Key priorities for session 18-19**

Action planning

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) |
| * 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.   Key drivers of improvement   School leadership   Teacher professionalism   Parental engagement     Assessment of children’s progress     School improvement   Performance | 1.1Self-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  Specific to HGIOS 4  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  Specific to HGIOELC  3.2 Securing children’s progress  3.3 Developing creativity and skills for life |

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| Improvement Priority | | Actions | Outcomes for learners | Impact Measurement | PEF |
| Priority 1  LITERACY | | Emerging Literacy – see attached EL SIP (see email 11.06.18)  Repeat Talkboost prog  Refresher training as required  Develop parent workshop (Little Learners) with EYPs, EPS, NHS, re. emerging literacy | Pupils in P1 will benefit from the emerging literacy programme – this will enhance their phonological awareness, concepts of print, comprehension skills, oral language and provide a solid base of knowledge  Develop skills in using narrative, story-telling, communicating  Creating a learning environment at home with parents feeling empowered to support children’s learning | Evidence of impact:  ‘Value added’ can be measured using available screening tools; P4 SNSA results; CfE data  Baseline and end results, CfE data  Feedback from parents, evaluations of workshops, evidence of increased engagement with learning at home | See Cluster Literacy Plan |
| Priority 2  NUMERACY | | * All standardised assessment data to be collated and analysed according to targeted groups and P6-S2 cohort. * Provide enhanced mentoring where necessary. * Enhance parental engagement with numeracy through sharing of resources and teaching strategies. * Cluster twilights on Numeracy and awareness raising to ensure consistency across whole school. * Explore existing good practice from other areas, use frameworks and create policy statement in conjunction with cluster champions.   School Specific development:   * Prepare number and maths packs for use in school to allow pupils choice * Launch ‘Number Notions’ packs to parents | Pupils will:   * Receive targeted support based on evidence gathered. * Benefit from enhanced parental understanding of teaching strategies and shared approaches. * Experience a consistent and moderated experience of numeracy throughout the school. | Evidence of impact:   * P6 – S2 pupils to be surveyed at beginning and end of session to measure confidence in Numeracy * Parents to be surveyed May 2019 to gauge “confidence” in supporting P6-S2 youngsters across Maths / Numeracy * Attendance at Parental event. * Incas / SNSA data across Mintlaw Primary schools (individually and collectively) / Midyis/SNSA data across Mintlaw Academy to demonstrate improvement May - September 2019 | See Cluster Numeracy Plan. |
| Priority 3  HEALTH & WELL BEING | | * To enrol all the cluster schools into the GL PASS (Pupil Attitude to Self and School) testing. Test at the start of the year having tagged free school dinner pupils and other relevant groups such as LAC and EAL children. * Once standardised results have been compared, schools to put into place various different interventions either individually or across the cluster. * Source appropriate providers for identified interventions, these could range from, but not exclusively; * Seasons for growth * Challenge events * Growth Mindset * Mindfulness * Nurture * Trips * Additional Residential also possible Experiences * Climbing Wall * Child and Adolescent Mental Health Services   Sexual Health and Relationships   * SCARF identified as base scheme, this has gaps which need to be filled – identify these and source materials to supplement * Trial Scheme in a school including parents’ meeting * Draft parents letter to be included in enrolment pack (also possible note for individual staff to send home when tricky subjects are about to be addressed) * Formulate whole cluster policy | * Use results of PASS to identify appropriate interventions for individuals or groups of pupil – tag pupils on the GL site * Identified pupils will benefit from appropriate interventions either within their school or in a group from across the cluster * Pupils will experience a cohesive programme from P1 – P7 | Evidence of impact.   * Re-test pupils using GL PASS during term 4 or as required to assess the impact of different interventions * Feedback from pupils, providers and school staff on individual interventions * Feedback from staff on the appropriateness of new scheme | See Cluster Health & Wellbeing Plan. |
| Priority 4  DIGITAL LEARNING & THE EFFECTIVE USE OF TECHNOLOGY | * Engage with Education Scotland Technology Guidelines and embed digital technologies across L & T at all stages and across all areas with in CfE. * ICT refresh of equipment and implementation of the ‘New School Solution’ to update hardware and equipment to support the learning environment. Appropriate training for staff to ensure the new tools can be used effectively. * As a cluster work through the ‘Safe 360 Scotland’ Self-Evaluation tool to ensure that technology can be used to enrich learning and teaching across all areas of CfE. | | * Pupils will make use of a range of digital technologies across the curriculum to support their learning. * Staff and pupils will make use of new digital tools, e.g. Office 365, with confidence to support and extend their learning. * Pupils will be able to access and use digital tools and resources safely in a protected and supported environment. * Pupils will be aware of and understand the need for being safe online and will be able to access the internet confidently. * Schools will be able to work towards pupils ‘Bringing their own device’ (BYOD) to school to enhance their learning. | * Learning conversations with pupils will reflect how confident they feel in the use of digital technologies. * Evidence of what pupils have produced. * Staff and pupils can confidently access and use digital technologies independently.      * Schools have an updated e-safety policy that is understood and used by pupils, parents and staff. * Schools will be able to investigate the possible introduction of ‘BYOD’ in their school if they meet all the requirements. |  |
| Priority 5  ADDITIONAL SUPPORT NEEDS | | Dyslexia:   * Staff to continue to access training eg ‘Addressing Dyslexia Toolkit’ training on ALDO to continue professional development. * Accessing support from Irene Taylor and Dyslexia Champions for identified pupils where required and to support staff development. * Use of technology to support dyslexia friendly classrooms   ASD:   * Staff to develop strategies to support children with ASD, introduction to the resources purchased at cluster level. | Dyslexia   * Early identification of dyslexic tendencies and utilisation of appropriate resources to meet their needs. (WOW Boxes) * Children more confident accessing their learning with reduced barriers. * Children are supported in appropriate ways, sensitive to their needs, this will have a positive impact on their access to their learning. | Dyslexia:   * Teacher confidence and understanding increased in meeting the needs of children with dyslexic tendencies. * Children with dyslexia and tendencies accessing their learning with increased confidence and improvement in attainment. * Increased engagement in learning and thus an improvement in attainment. |  |

***Wider Achievements***

Pupils’ wider achievements are celebrated on our Achievement Wall and through pupils being given the opportunity to share their hobbies, interests and talents at Assemblies.

We have an annual Achievements Assembly where pupils’ achievements are recognised and celebrated.

Participation in wider activities which develop pupils’ skills, talents and interests both within and outwith school are tracked annually.

We run a ‘Clubs’ slot in our timetable where all pupils take part in Pupil Council, JRSO, RRS and Gardening on a rota throughout the session ensuring that all pupils are involved in the wider life of the school and have a voice in developments .

With the support of a group of dedicated volunteers, we have come second 3 years in a row in the Buchan Beginning to Bloom Competition.

A team of our P6 pupils won the Aberdeenshire Games Con Competition this year.

Pupils regularly take part in the local Rotary quiz and the Buchan Athletics with notable successes in both of these events.

We run an annual Scots/Doric Poetry Recitation Competition where the finalists perform their poem at a Community Café and have the opportunity to take part in the Strichen Festival.

Staff and volunteers provide a variety of lunchtime clubs which are well attended.

***Memories are made of this:***

Pupils participate in numerous trips to enhance their learning in school.

We have a number of visitors to school which enhance pupils’ learning.

P7s participate in a residential trip with other schools in the network.

We perform a school show every 18 months – alternating between summer and Christmas, pupils, parents and the wider community look forward to these with all pupils keen to take part. Performances are always of a high standard.

The run up to Christmas is always a special time; with support from the School Council and local Gala Committee we are able to take the whole school to the panto at HMT. The School Council also funds the Christmas parties and a visit by Santa where every child received a gift. We also join with New Deer to visit the church and take part in a Christmas Service.

*Wider Community Links*

We are well supported by the wider community with parents, grandparents and friends of our school regularly supporting our activities eg in Gardening Club, on trips, support in the classroom, delivering specialist workshops (French and Science).

Our RRS group delivers their termly magazine to households in the village who do not have a pupil in our school.

Our monthly newsletter is displayed on the village noticeboard.

We have received grant funding from the Auchnagatt Area Wind Turbine Benefit Scheme through the Community Council for the last 3 years. It is also through the Community Council that we receive flowers for our tubs and borders annually.