



**New Pitsligo & St. John's School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020**

School

We are pleased to present both our Standards and Quality Report for Session 2018–2019 and our School Improvement plan for the current 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 New Pitsligo & St. John’s 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?

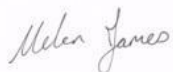
Looking inwards to analyse our work

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 New Pitsligo & St. John’s 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.



Head Teacher

The School and its context

Our vision is to ensure all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their potential within a supportive and proactive community.

Values that underpin our work

Supportive Hardworking Respectful Responsible

What do we aim to achieve for our children/pupils

We aim

- to involve pupils, their parents and the wider community in the learning process
- to monitor and record the progress of the individual child in order to support that child's learning
- to provide and maintain suitable resources to enable the efficient delivery of the curriculum
- to create a well disciplined and happy atmosphere of warmth, caring and friendliness where the individual is valued and our achievements are something to be proud of
- to encourage good home school relationships and community links
- to provide the necessary organisation and leadership to identify targets for continuous improvement
- to equip pupils with foundation skills, attitudes and expectations necessary to prosper in 'a changing society' and to encourage creativity and ambition
- to prepare pupils for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in an inclusive and multicultural world
- to value and support all pupils and ensure their access to a curriculum appropriate to their needs
- to promote the best levels of learning and teaching experiences which promote good learning, good behaviour, self-discipline and respect for self, others and the environment
- to have a positive and proactive impact on our community

Context

Our school serves the village of New Pitsligo situated in the countryside near Fraserburgh. We are part of the Mintlaw Cluster. The village is a vibrant place to live with a successful community council and community run initiatives including a The Visual Arts weekend and the Flower Show. The village is also very isolated due to lack of transport and there are very few local businesses. Our community sits in SIMD 5 but naturally there are huge local variations in this.

We work closely with the Education Psychologist, Strichen Social work, Health and CLD to support our pupils and their families. Our recently completed new early years setting has allowed us to welcome two years olds into nursery and has freed up space for some of our Pupil Equity fund to create a community learning hub allowing professionals to lead training and group work to better support our families. 10% of our PEF will also go towards a cluster mastery in maths project, 10% to developing literacy skills building on our work in emergent literacy and 10% to Health and Wellbeing with a specific focus on mental health.

Our school is really well supported by parents and the wider community and we all enjoy a collegiate atmosphere of support and kindness. Our very settled team is highly invested in the life of the school and our pupils are leaders in school and in our wider community. Attainment has risen consistently in recent years, particularly in numeracy and we are building in careers and business partnerships to further encourage our pupils to be aspirational.

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 2018-2019.

<p>Priorities Emerging Literacy Cluster project – Numeracy Cluster Project – Health and Wellbeing Cluster Project –Digital Learning Additional Support Needs</p>	
<p>Progress And Impact</p>	<p>Emerging Literacy: Pupils in P1 followed the emerging literacy programme – this enhanced their phonological awareness, concepts of print, comprehension skills, oral language and provide a solid base of knowledge which is being built on in p2. All pupils were in the medium or high range for literacy in the SNSA assessment.</p> <p>Cluster project – Numeracy: Pupils continued to receive targeted support based on evidence gathered. Enhanced parental understanding of teaching strategies and shared approaches has begun but will be further developed in 2019-2020. Pupils continue to experience a consistent and moderated experience of numeracy throughout the school and this is also being moderated against SNSA results.</p> <p>Cluster Project – Health and Wellbeing This has been a huge success and has given the team confidence in carefully targeting interventions within the teaching and learning experience. All pupils were assessed via GL Pass and careful analysis allowed impact to be measured.</p> <p>Cluster Project –Digital Learning Green screen and QR codes have been mastered. Purple mash is now embedded for coding and a range of digital skills.</p> <p>Additional Support Needs Dyslexia Friendly classrooms are being supported and monitored by our Dyslexia Champions and parental understanding of how our pupils are supported in their daily learning environment is growing. ASC boxes are used and the skill surrounding these will be refreshed in 2019 2020</p>
<p>Next steps</p>	<p>Emerging Literacy: Develop Emerging Literacy Skills with all teachers so that the skills for meeting learners needs can be used at any stage. Tasmin Godfrey is leading a session on the Blank Language Scheme in the November in-service for all cluster teachers.</p>

Cluster project – Numeracy:

Staff are now working on maths mastery during shared collegiate time to further hone the targeted approach to meeting learners' needs in maths. Leaflets have been developed to share with parents.

Cluster Project – Health and Wellbeing

The whole cluster will be further assessed using GL Pass to measure impact from last year and identify next steps. All staff now use the Big Life Journal as their Health and Wellbeing approach.

Cluster Project –Digital Learning

Further build confidence in purple mash and developing films.

Additional Support Needs

ASC boxes and dyslexia friendly classrooms will be refreshed during the November in-service.

As a school, a sensory room will be developed. The developmental curriculum has been adopted for some pupils.

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: 4

(HGIOS?4 1-6 scale)

Overview:

(narrative across this theme and various QI's)

1.3 Key strengths:

- Staff take a leadership role in school and in cluster improvement groups.
- Staff professional development includes professional recognition, involvement in the development at national level of assessment approaches, and postgraduate studies.
- Professional learning is planned in PRD and PPP processes and planned for individual targets and development.
- Professional dialogue for planning and attainment is embedded in the QA calendar and has been further developed to consider planning for assessment.
- The teaching and early years team have carefully planned cluster collegiate time.
- The central aim of improving learning is now key to any professional dialogue and underpins the shared ethos of the school.
- Learners are part of the improvement process in school and are able to engage in dialogue about their learning.
- Strategic decisions are carefully guided and planned.

Identified priorities for improvement:

- More distributive leadership to pupils via house challenges
- Further develop leadership in DYW and sustainability.
- Development capacity of teacher to lead on Mandarin Hub.
- Head Teacher to undertake study in System Leadership and change via Northern Alliance.

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:

2.3 Key strengths:

- The school has a nurturing approach which is underpinned by training for the whole team from the ed psych service. This is recognised as the ethos of the school and reflected in pupil and parent feedback and will be refreshed via the November and February in-service days.
- Achievements are celebrated on the achievements wall and link to skills for life and work. An annual audit is completed to ensure all pupils have wider learning opportunities.
- Feedback to learners is improving and also being sought more strategically from learners.
- Feedback between peers is reaching a high standard in the upper stages and developing throughout the school.
- Planning, assessment and tracking for moderation are manageable and used as processes for impact.
- Child protection protocols and training are carefully and fully followed.
- Health and wellbeing is a key priority and pupils are empowered to talk about their feelings and emotions.
- A community hub has been developed to empower parents to seek training and to better understand the learning process and their role as key partners.

Identified priorities for improvement:

- Refresh nurturing schools training.
- Explore further development of emotion coaching.
- Analyse and respond to data from GL wellbeing and compare to previous year.

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
(HGIOS?4 1-6 scale)

Overview:

1.1 Key strengths:

- Self-evaluation is an integral part of all decisions in our school life. Skills in this are being developed through shared tripartite evaluative approaches.
- The school community is aware of the strengths and future developments of the school and are part of the process of identifying these.
- Professional learning is linked to self and school improvement and GTCS standards.
- A robust framework for assessment is in place to measure pupil progress and moderate against benchmarks.
- Pupils are becoming increasingly skilled in reviewing their own learning and giving feedback.
- Parents are encouraged to attend open events and participate in reviewing the learning in school.
- Progress is tracked at key stages in the academic year and for target groups.
- Assessment data is carefully analysed and used to make decisions about next steps.
- Assessment data in school shows good levels of attainment in literacy and numeracy with most pupils on or above average.

Identified priorities for improvement:

- Further develop staff sharing good practice and ethos of support and challenge, particularly challenge.
- work beyond the cluster in the evaluative and improvement process.

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

Level of quality for core QI:
(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:
As per QA calendar

Key strengths:

- Most children are on or exceeding expectations.
- Moderation in QIs takes place at cluster level.
- Attainment in literacy and numeracy is going up, particularly in early level where emergent literacy has had a positive impact.
- Robust tracking is in place and this is used appropriately to maintain progress with pace and challenge.
- Teacher judgements are made confidently through good use of benchmarks and moderation and are reflected in SNSA snapshot.
- Children engage well in learning and can give real insight into improvements.
- Attendance levels are consistently high.
- The school has an ethos of ambition.
- We have a thriving community hub building achievement and confidence for our parents to develop learning with their children.

Identified priorities for improvement:

- Further opportunities to achieve in the wider community. E.g. through volunteering.
- Further embed feedback based on John Hattie approach
- Grow level of detail in impact analysis for PEF.

1. Data and analysis

As we are currently in the SNSA window for p1 the data is not complete, however professional judgement shows an improvement in literacy skills and this seems to be linked to work on emerging literacy. Parental partnership in this area is growing and next year we hope also to see the impact of Little Learners work via the community hub and TalkBoost in nursery.

. On or Above Average 2018 19 SNSA P4

	Reading	Writing	Numeracy
Boys	46%	36%	70%
Girls	88%	67%	88%
LAC	100%	100%	100%
Free School Dinner	60%	60%	100%

On or Above Average 2018 19 SNSA P7

	Reading	Writing	Numeracy
Boys	67%	75%	80%
Girls	75%	54%	27%
LAC	66%	66%	33%
Free School Dinner	50%	50%	0

The main aim is to develop literacy confidence in parents and carers and to raise the skills of our pupils across the school.

The Health and Wellbeing GL Pass assessment flagged up confidence and self perception as an area we could improve and this will be the focus of the project. The narrow horizons of our pupils are also an area of concern as small trial pieces to increase vocabulary this year have shown that high quality experiences have increased vocabulary and improved written work.

2. Proposed interventions

Continue emergent literacy (part of Mintlaw Literacy PEF Plan)

Continue to develop the community hub for family learning.

Continue to work in partnership with social work, health and CLD for the hub.

Begin outdoor projects with small groups in mini-bus

Employ a project manager for the community learning hub.

Mintlaw Cluster Maths project (see cluster pef plan)

Mintlaw Cluster health and wellbeing project (see cluster pef plan)

3. Impact Measurement

The following groups will be targeted in the interventions and SNSA Tags, emerging literacy assessments and Boxhall profiling will be used as a measure:

Looked After Children

English as an additional language

Socialwork involvement

Pupils from families identified by key professionals

Pupils in receipt of free school dinners.

4. Planned Expenditure

	Details	FTE/Hours/ No.	Cost 2018/19
Teaching staff			
Support staff	Community Hub Support Worker, seconded 3 x 5hrs per week PSA contracts	0.6fte of 36.25hrs 5 per week	£12434.13 £8100
Supported study			
Transport	Mini-Bus Let inc tax and insurance Fuel		£6000 £1100
Lets			
Resources/Equipment/ Materials	Ongoing resources for community hub as required, e.g. furniture, cooking equipment. Ramp and door entry for community hub GL Pass assessment Boxall Assessment		£3050 10000 £250 £25
Commissioned/purchased services/partners			
Other	Mintlaw Cluster Maths project Mintlaw Cluster Wellbeing Project		3100 2652 1842

	Mintlaw Cluster Literacy project		
Total			£48553.13

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

National Improvement Framework Priorities	HGIOS and ELCC
<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/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>

What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Continuation of Numeracy development over past 2 years.</p> <p>Data shows a dip in performance within P6 and P7.</p>	<p>3 year development.</p> <p>???</p> <p>Data Targets – increase</p>	<p>6 Twilights – MATHS MASTERY for all staff who did not do the MM sessions in 18/19</p> <p>Liaison between Academy PT and Primary PT to discuss</p>	<p>Increase in teacher confidence</p> <p>Increase in consistency between Primary and Academy</p>	<p>Put out survey again at the end of session 19-20 and evaluate to the initial survey</p> <p>Evidence of liaison between 2 sectors and agreed expectations of a level – types of questions asked,</p>	

<p>Some mismatch between data given to Academy and MIDYIS results.</p> <p>Looking at the different of Numeracy and targeting identified weaker areas.</p>	<p>performance in identified and targeted areas of Numeracy – (from each school)??</p>	<p>shared expectations. Shared within the Cluster schools.</p> <p>Staff who attended MM in 18/19 Maths Mastery Training: Resources, lesson Plans, Anchor Tasks. Aim to create a bank of materials for each aspect of Numeracy as the year goes on – starters for 10.</p> <p>Cluster Family Learning: Opportunity for parents to learn about MM methods. Share How to help your child at home booklets</p> <p>Schools to review their own resources with a view MM resources according to the suggested core list and organise in school.</p> <p>Inter – school Numeracy Quiz planned to showcase Numeracy skills from each school.</p>	<p>Moderated and consistent expectations of a level achieved</p> <p>Teachers feel supported and have resources which they can use then develop within their own schools Mastery Maths theory put into practice.</p> <p>Numeracy is promoted across the Cluster and families feel they have more information about the what and how of Numeracy</p> <p>Resources are at hand to support the MM teaching approach.</p> <p>Shared promotion of maths across the Cluster involving the pupils.</p>	<p>what constitutes achieving a level</p> <p>Consistency across the cluster as to what a level achievement is.</p> <p>Evidence through discussion, planning and observations from each school that Mastery Maths has begun to be used in learning and teaching.</p> <p>Evidence of more of a match in performance in MIDYIS data and cluster primary school</p> <p>Enjoyment of taking part in a quiz for those whose Numeracy is their strength.</p>	
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Improvement Priority title:

Raising Attainment in Literacy, Language and Communication: Taking a whole-school approach to literacy, language and communication

Linked to QI/Theme:

- Q.I 1.3 – Leadership of change
- Q.I 2.3 – Learning, teaching and assessment
- Q.I 2.5 – Family learning
- Q.I 2.7 – Partnerships
- Q.I 3.2 – Raising attainment and achievement

Linked to National Improvement Framework Priority (check all that apply):

- 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 school leaver destinations for all young people

Linked to National Improvement Drivers (check any that apply):

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):**Pupils as learners will:**

- in ELC and Primary 1 (make adjustments as necessary): develop the foundational skills required to achieve Early Level in listening & talking, reading and writing
- Begin to trial alternative interventions to support older children with specific Literacy difficulties e.g. Wraparound Spelling

Staff as learners will:

- In EY and P1: have confidence in their approach to developing children's literacy, language and communication and using tracking tools for transition purposes
- P2 – P7 be aware of/and have an understanding of Aspects of Emerging Literacy with a particular emphasis on children who may not have acquired the foundation skills of Literacy and tools that can be used to identify these skills
- understand how children are making progress in literacy, language and communication linked to the above .

Success criteria (how will we know if the change has been an improvement?):**Pupils as learners will:**

- in E Years and Primary 1 (**make adjustments as necessary**) : make appropriate progress within and through the Early Level in listening and talking, reading and writing
- ELC to P7: Trial approaches to better support children with specific literacy difficulties

Staff as learners will:

- be able to articulate the progress of each learner, based on robust evidence
- be able to articulate the impact the professional learning and collaboration is having on their practice.

Monitoring and evaluation procedures (how will we know if our success criteria have been met?):	Who will lead this? (detail of responsibilities and timescales)
<ul style="list-style-type: none"> ➤ <i>Use the following tools to identify ongoing strengths and areas for development:</i> <ul style="list-style-type: none"> - What does Emerging Literacy look like in Early Learning and Childcare? - What does Emerging Literacy look like in Primary 1? 	<ul style="list-style-type: none"> ➤ Early Level Staff/ SMT
<ul style="list-style-type: none"> ➤ <i>Emerging Literacy assessments completed as a baseline and on-going assessment during the year to track and monitor progress</i> 	<ul style="list-style-type: none"> ➤ P1 Teacher and in discussion with SMT ➤ Class teachers and ASN teachers
<ul style="list-style-type: none"> ➤ <i>Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2019</i> 	<ul style="list-style-type: none"> ➤ P2 Teacher/ SMT
<ul style="list-style-type: none"> ➤ <i>End of Level Teacher Judgements – Achievement of Early Level</i> 	<ul style="list-style-type: none"> ➤ School team
<ul style="list-style-type: none"> ➤ <i>Progress of embedding the approach monitored through the Emerging Literacy Audit Tool and the ADKAR evaluation model</i> 	<ul style="list-style-type: none"> ➤ School team
<ul style="list-style-type: none"> ➤ <i>Monitoring of adult/child interactions using the Words Up Matrix</i> 	<ul style="list-style-type: none"> ➤ School team
<ul style="list-style-type: none"> ➤ <i>Through observations, dialogue around planning, self-evaluation of the school improvement plan and monitoring and tracking conversations, identify the impact of a whole-school approach to literacy, language and communication</i> 	<ul style="list-style-type: none"> ➤ School team

➤ <i>Monitoring quality of learning experiences which take a developmental approach across the school</i>	➤ SMT
➤ <i>Evidence of family engagement</i>	➤ SMT

<i>What exactly are we going to do? (detail of specific actions)</i>	Who will lead this? (detail of responsibilities and timescales)
In Early Learning and Childcare	
➤ <i>Words Up Early – Level 1 adult/child interaction training</i>	2 hours online
➤ <i>Emerging Literacy in Early Learning and Childcare training</i> <ul style="list-style-type: none"> ○ Concepts of Print ○ Oral Language ○ Phonological Awareness ○ Pre-Handwriting 	1 hour online 1 hour online 1 hour online 1 hour online
In Primary 1	
➤ <i>Deliver introductory family learning workshop on Emerging Literacy</i>	Term 4 2018/2019 or Term 1 2019/2020 – P1 Teacher/ SMT
➤ <i>Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home</i>	Ongoing 2019/2020 session – P1 Teacher/ SMT
➤ <i>Complete initial Emerging Literacy assessments with P1 children</i>	August 2019 – P1 Teacher (with relevant SMT support)
➤ <i>Attend Local Networks during the 2019/2020 session</i>	August 2019 – June 2019 – P1 Teacher/ SMT
➤ <i>Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress</i>	Ongoing: 2019/2020 – P1 Teacher/ SMT
➤ <i>Information to be passed from the Primary 1 teacher (2019/2020) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of Emerging Literacy</i>	Term 4 of 2019/2020 session – P1 Teacher/ P2 Teacher

<p>HEALTH & WELL BEING</p>	<ul style="list-style-type: none"> • Re enrol in 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. • Adapt Big Life Journal approaches to individual needs. <p>Sexual Health and Relationships</p> <ul style="list-style-type: none"> • Embed trial Scheme in school • Formulate whole cluster policy 	<ul style="list-style-type: none"> • 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 	<p>Evidence of impact.</p> <ul style="list-style-type: none"> • 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 further development to the new scheme
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	How good is our leadership & approach to improvement?	How good is the quality of care and education we offer?	How good are we at improving outcomes for all our learners?
Action Plan: 2	STEM - ongoing		
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	
<p>Carry out and audit by end of session to create complete resource list (help to identify what we need?)</p> <p>Revisit Benchmark Es and Os – how does our idea of STEM fit within the CfE expectations as well as looking at contexts, IDLs and discrete lessons?</p> <p>Liaise with Mintlaw Academy and Primary staff about what the most important skill and resources are and prioritise these into a pathway format where development of skills are built upon.</p> <p>Specify a science topic to be taught in the school year with a STEM week also built into the school calendar. Look for opportunities to have parent event or sessions where they come and work on a STEM activity/ activities with their child – school and evening opportunities to try and engage a wider range of pupils.</p> <p>Possible opportunity for a school/ cluster challenge event again where parents are involved.</p>	<p>Everyone clear on resources and what is in school – housekeeping.</p> <p>Clearer understanding of what STEM is and what skills and understanding pupils should have at each level.</p> <p>A school/ Cluster set of core skills which should be in place across teaching of STEM – pupils have a clear progression of STEM.</p> <p>STEM week planned at beginning of session and followed throughout all classes. Pupils are engaged and enjoy taking part in STEM activities. Levels of skill and understanding are developed.</p>	<p>Increased teaching evident through observations and planning reviews</p> <p>Completed core skills booklet/ guidelines</p> <p>Parental involvement with activities at a good level of attendance.</p> <p>Pupils are aware of and can discuss STEM skills and knowledge.</p> <p>Parental and pupil feedback – Microsoft form questionnaire</p>	
Evidence of progress/comments/identified next steps:			
<p>Date:</p> <p>Date:</p> <p>Date:</p>			

Wider Achievements

Several pupils in school have received awards for volunteering from Aberdeenshire Voluntary Services.

We took second place Buchan Beginning to Bloom four times and continue to have a thriving eco-committee supported by the community.

Our football team gained the Strathythan League Cup.

One teacher has achieved professional recognition and two are in the process.

We take part in a number of community events during the year including New Pitsligo Arts, New Pitsligo Garden Show and New Deer Show.

Our committees continue to make huge impacts on the life of the school, these include our bloggers, health committee and eco.

We have written a book about the village in English and Doric with support from our community.

Memories are made of this:

We are particularly proud of our school shows. Over the years we have had many memorable performances including Annie, Charlie and the Chocolate Factory and Alice in Wonderland. We deliberately design the weeks before Christmas to be memory making and a highlight is always performing our mini-nativity at the donkey sanctuary.

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Wider Community Links

We are supported hugely by the community in our many projects, including working alongside our committees, the Four Cs Business Group assisting with our playground development and this year buying the eco-committee a sewing machine and the local churches who support us in our learning and our celebrations.

The local library is a vital partner in our progress and we have supported their creation of a Saturday Lego club. Together we are making sure all pupils have a library card.

We host baby massage, messy twos and PPP parenting groups in school as part of our wider work with the community. We also have close links with the local twos group who come to nursery for planned sessions as part of the transition process.