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**Dales Park School and ELCC**

**Standards & Quality Report**

**2022 - 2023**

**&**

**School Improvement Planning**

**2023 – 2024**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the current session 2023 -2024. 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 Dales Park 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 Dales Park 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 maximise 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.

Wendy Gibson

Head Teacher

# The School and its context

**Vision for the school**

At Dales park, we are EMPOWERED to be engaged, respectful, outstanding, wonderful and feel proud.

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**Values that underpin our work**

**POWER**

Proud- feeling really pleased with our achievements

Outstanding- exceptionally good

Wonderful- inspiring delight

Engaged- focussed on our learning

Respectful- showing admiration for others

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

We aim to be EMPOWERED and EMPOWER others daily.

*I’ve got the power in me,*

*You’ve got the power in you!*

**Context**

Dales Park is a non-denominational school with a large separate nursery building in the busy fishing town of Peterhead. The school roll has increased to around 410 including ELCC this academic session. This means we now have 13 primary classes as well the Enhanced provision for the Peterhead Cluster (Green room, Purple room and Blue room), Nurture hub (The Den) and Early Learning Child Care setting which is situated on its own site.

Dales Park is the Designated Disabled Access School for the Peterhead area and was upgraded to make it fit for purpose and to accommodate the needs of specific pupils with complex needs.

The extensive playground is mostly grass with several tarred areas, some marked with playground games. The front of the school is used by the Primary one classes as an outdoor learning area. Bulbs have been planted around the playground and planters are cared for by different pupil groups. A small seating area is available, including benches with wheelchair access. There is also a special sitting area in memory of a former pupil. In the rear playground, a path leads to the adjacent garden allotments where Dales Park School have a very successful and productive allotment which is cared for by different pupil groups.

The school has a very active Parent Council, who are supportive of school developments and organise many fund-raising events. Parents and Carers are encouraged to become involved in the work of the school through the Parent Council or volunteering within the school.

# 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 2022-2023.

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| **Key priority 2022-2023** | **Key actions undertaken** | **Impact (achieved throughout 2022-2023)** |
| **To improve attainment and performance in Reading throughout the school and to improve attainment and performance through use of effective planning in ELCC** | * New reading scheme * Reading Buddy * Approaches to teaching reading revised and CDT/ Inservice used to implement this. * Planning updated * Enjoyment of reading focussed on * School library visits utilised. * Golden bookshelf for certificate winner * Scottish book trust assemblies * World book day * Outdoor bookshelf * Tracking | * Reading attainment - last year, 53% On track, this year 66% on track * Enjoyment of reading throughout the school increased. * New resources enhanced learning and teaching. * Confidence to make professional judgements. * More staff trained to benchmark and understand tis value. |
| **To improve attainment and performance in Talking throughout the school and ELCC.** | * Talking focus in class through games and at breakfast time * 3 separate school shows that allow all children to talk in public. * Focus on singing to help with talking. * Talking stimulus at lunch times * Parent involvement through open days and ideas posted on Facebook. * Track a target group of children to monitor improvement in talking skills from term 1 to term 4. | * Attainment- Listening and talking last year 60% on track compared to 73% this year. * Writing attainment-last year 48% on track, this year 58% on track * Talking around the school is much improved. * Younger children talking in sentences. * Children have much more enriched conversations with each other. * Singing standard- excellent |
| **Research, investigate and embed a play-based approach to learning throughout the school.**  **ELCC-**  **Develop children’s knowledge and understanding of SHANARRI.** | * play based approaches used from p1-p7. * Inservice used to train and discuss play-based approaches. * suggested literature. * parental involvement- open days, suggestions of how play supports learning on Facebook. * visits to other settings | * Active learning around the school is excellent.   Children engaged in the play-based learning and making progress with learning.   * Attainment- overall attainment in all areas has improved since last year. * Family engagement has been very good and hope this will promote a culture at home of playing games and learning through play. |

# How good is our leadership and approach to improvement?

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| **QI 1.3 Leadership of change**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change |
| **Relevant NIF priority: All**  **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**  **Level of quality for core QI: 5**  **(HGIOS?4/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Almost all staff have consistently high expectations of all learners. * Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. * All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school. * The vision of the school is ambitious and focuses on improvements in outcomes for all. * Learners are supported to understand the vision aims and values. * Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. * All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards. * All staff are committed to change which results in improvements for learners. * All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. * Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies). * Almost all staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning. * Senior leaders create conditions to support creativity, innovation and enquiry. * Opportunities for learners and staff to regularly engage in critical and creative thinking are * provided. * Opportunities are given for practitioner enquiry and forms a regular feature of approaches to continuous improvement. * Practitioners have systematic opportunities to review and refresh their pedagogical practice. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * All stakeholders are involved in improvement planning through CDTs, pupil voice and parent workshops. * We regularly evaluate and adapt our vision and improvements to meet the needs of our learners. * Our visions, values and aims are embedded into all aspect of school life through, certificates, song and learning and teaching. * We are a very close and committed staff who work and encourage each other on a daily basis. * As our curriculum rationale sets out, we all wear different hats and bring different skills sets to the team and have to adopt different roles at different times to meet the needs of our learners and families. * All staff are encouraged and supported to develop their skills, learn new skills and introduce new skills. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Ensure all staff have consistently high expectations of all learners using planning and tracking meetings to help embed this ethos. * Begin to embed the four context for learning into learning and teaching. * More staff to engage in training opportunities that are offered. * All staff to engage in a critical enquiry to help embed school improvements. * Each staff member to have 3 targets to work on then reflect at the end of the year. |

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

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| **QI 2.3 Learning, teaching and assessment**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring |
| **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/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The learning environment is built on positive, nurturing and appropriately challenging relationships. which lead to high-quality learning outcomes. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. * Almost all staff access and apply relevant findings from educational research to improve learning and teaching. * Almost all planning is proportionate and manageable and clearly identifies what is to be learned and assessed. * Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. * A quality body of evidence is used to support assessment judgements and decisions about next steps. * Almost all processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. * Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. * All teachers have well-developed skills of data analysis which are focused on improvement. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * The curriculum rationale allows for positive relationships to be built and nurtured throughout the school and with all stakeholders. * Learning through play is embedded throughout the school. * Children can be part of Eco group, play leaders, pupil council, junior cop initiative and paired reading. * We continually study and discuss research and literature to help us implement play, literacy strategies and maths strategies. * We use robust assessment to evidence progress in learning- Nessy, Big Maths, SWST, SNSA and writing moderation |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Learners’ achievements in and out of school will be recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work. * Ensure all learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. * Support all learners to be able to give effective feedback to peers on their learning and suggest ways in which they can improve. |

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

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| **QI 3.1 Ensuring wellbeing, equality and inclusion**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality |
| **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/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The whole learning community has a shared understanding of wellbeing and the children’s rights. * All stakeholders promote a climate where children and young people feel safe and secure * All staff and partners model behaviour which promotes and supports the wellbeing of all. * All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. * Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. * Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. * All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. * All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. * The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. * Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Each term the children’s well-being is tracked, children have a good understanding of SHANARRI to be able to do this. Rights respecting school work has started and everyone involved is beginning to understand what this means and how it will be embedded. * Nurture is at the heart of Dales. The school is calm with breakout spaces, sensory spaces, and life skill areas. * Dales promotes a positive behaviour policy based on theory by Paul Dix. * Health and wellbeing is tracked termly and any interventions required are implemented immediately. Also all staff are responsive to needs of children, adapting timetables to suit. * All staff at Dales are highly trained including Seasons for Growth, Nurture, CALMs, Rights respecting, personal care and first aid. * Dales Park planning includes a comprehensive RME plan which investigates all world religions both theocratically and experientially. * Dales Park is a very inclusive school, children with physical disabilities and children with social and emotional needs all attend Dales Park and engage in all aspects of school life. * Dales Park has an allotment, woodland area and various areas within the playground for children to learn outdoors and experience outdoors. * We provide a breakfast for ALL children, every morning |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Outdoor spaces will be used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing. |

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| **QI 3.2 Raising attainment and achievement**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all 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/HGIOELC? 1-6 scale)** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Mostly all children and young people are attaining appropriate levels and a few have exceeded these. * Attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and are raising attainment. * Good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. * The school’s data demonstrates our current learners are making good progress. * Almost all teacher’s judgements are confident together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. * Almost all children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. * The school empowers children and young people to have a say in the quality of their learning experiences and how to improve. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Numeracy and Literacy are a focus every year in the SIP. * Attainment rackers are completed 3 times per year and tracking meetings held. * Moderation of spelling ages using SWST twice yearly, benchmarking used for assessing Reading and cold writing pieces completed 3 times per year. Big Maths continually moderates children’s progress along with Nessy moderating children’s progress. * Attainment has improved again this year, children on track has risen in each area- Reading last year, 53% On track, this year 66% on track. Writing last year 48% on track, this year 58% on track and Numeracy last year 43% on track and this year 62% on track. * Teachers show a much better understanding of the benchmarks and can now talk about this in relation to children’s learning and achievement. * Learning across Dales Park in innovative and engaging, children can talk about this learning and profile their learning identifying what they have learned, how they have learned and what their next steps are. * The pupil council meet regularly to talk about various matters including learning. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Almost all children will attain appropriate levels and some will exceed this. * Continue to use confident teacher judgements together with benchmarking and an appropriate range of assessments, leading to improvements in attainment. * Attendance levels will continue to be monitored and improve. * Celebrating wider achievement will be a focus next session. |

# PEF 2023-2024

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| **Identified gap** | Children who are in receipt of FSM are still not achieving as well as the rest of the children in the school and most are not on track across all curricular areas.  Table below shows percentage of children on track in whole school and percentage on track who receive FSM.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Children | L and T | R | W | N | | Whole school | 73% | 66% | 58% | 62% | | FSM | 43% | 37% | 28% | 29% | |
| **Expenditure** | C/F March 23- £22,242  PEF 23-24- £89,425  Total- £111,667  Staffing costs- 3 PSAs, 1 PSW and uplift for Principal teacher  Total staff costs- £89,475  Resources- £22,192  Total expenditure- £111,667 |
| **Expected outcomes** | More PSA support to carry out targeted sessions and support in all curricular areas within classrooms.  PSW support for pupils and families to have better engagement with the school and a more positive experience with education.  Principal teacher in Enhanced Provision to continue to support all staff and pupils. |
| **Impact Measurements** | Attainment data  Planning and tracking meetings using data.  Targeted pupils tracked separately. |

# 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.

# Action plan 1

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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)  1.1 Self-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 | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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 Information |
| **Priority 1 : Work with parents to improve how we support our learners in the profiling/home learning process by discussing with the children, on a regular basis, their learning, achievements and aspirations.** | | | **Data/evidence informing priority: Through discussions with parents, it was clear that they wanted to know what their children were learning and how they could help them. During the discussion parents kept coming back to ‘homework’ but after investigation it was clear what they really required was more an understanding about what their children were learning and where they were at in their academic progress.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Primary**  Focus on profiling, setting targets, more parents evenings (TBC), sharing learning with parents and children begin to be able to identify key strengths and next steps. Opportunity for professional enquiry looking at –  *Guidance for Teachers and Practitioners*  *Supporting young people in profiling their*  *skills and achievement- Education Scotland* | | All staff led by HT | | Embed by end of session 23-24 | Attainment data  Classroom observations  SIP sessions with parents  Parent focus group | |  |

# Action plan 2

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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)  1.1 Self-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 | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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 Information |
| **Priority 2 : Focus on outdoor learning and physical health and well being outdoors.** | | | **Data/evidence informing priority: outdoor learning features significantly in some areas of the school. In these areas children respond very well to outdoor learning and naturally develop many skills such problem solving, special awareness and resilience. We now want to ensure ALL children are having these same experiences and the opportunity to develop these valuable skills.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Primary**  Outdoor learning resource boxes in each class, outdoor learning focus times, resources such as wellies and waterproofs to ensure best use of the outdoor space in all weathers, CDT training, PE focus looking at planning and resources, opportunity for professional enquiry using outdoor learning literature.  Term 1 and 2 – one Outdoor Learning slot timetabled each week, on the same day, reminding parents to provide suitable clothing the day before if they want to provide their own.  Term 3 and 4 – one Outdoor Learning Day (at least a third of the day outside) per fortnight for each class, reminding parents the day before so they can provide suitable clothing if they wish to, although school will have class sets. | | All staff led by Mrs Badan and DHT  Teachers | | Embed by end of session 23-24  Term 1 & 2  Term 3 & 4 | Planning and tracking meetings  Attainment data  Observations  For feedback from pupils and staff to be provided at the end of Term 2, Term 3 and Term 4.  DHT to organise and collate. | |  |

# Action plan 3

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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)  1.1 Self-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 | | | | | **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| * 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 Information |
| **Priority 3 : Revisit 3 main curricular areas, look at planning, teaching, attainment and resources- terms 1 and 2 Math, term 3 Writing and Term 4 Reading.** | | | **Data/evidence informing priority: Although year on year attainment is improving in all curricular areas, this progress has been steady and we want to ensure this progress continues.** | | | | |
| **Key actions** | | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| **Primary**  Focus on resources we have and what we still require, planning and moderation in each area, revisiting how each area is taught, peer classroom observations. | | All stake holders | | Continuous | Attainment tracking  Classroom observations  Pupil focus groups | |  |

# Wider Achievements

Pupils are encouraged to voice their views and opinions about the work and improvement of the school through being involved as House Captains, Pupil council, Rights Respecting schools and Eco Leaders.

After school clubs are run by staff and parents including a Football teams, Vocal Group, lunchtime Choir group, Glee group and Dance club. The Active Sports Coordinator provides a variety of opportunities including after school groups. Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs.

# Memories are made of this

This session we entered again the national Glee competition. We won our heat and made it through to the regional final.

We held the singer of the year competition which was very well supported and attended.

An evening was held for parents to discuss the school improvement plan, although this was not very well supported, it did create good conversation with parents which led to a better understanding of the parent’s thoughts and desires for their child at school.

We entered for the first time ‘Buchan Beginning to Bloom’ competition and was placed Runners up.

We produced and performed 3 school shows throughout the year. This gave every child in the school the opportunity to shine on stage and share their performances with their loved ones.

P5 children took part in the Youth Music Initiative where they learned about traditional folk music. They then performed a showcase to parents at the end of the sessions.

P6 took part in Rugby sessions provided by Active schools.

P5-7 all took part in first aid training.

P7 took part in the Rotary quiz and were runners up.

**Wider Community Links**

Links with the community will continue to be developed, with visitors leading Assemblies and supporting class work.

We attend the Church each term for an end of term service, this allows us to celebrate the term and come together as a school.

Morrisons have supported our breakfast club again this session and will continue to do so. They have our order ready every Monday and give us regular discounts to help us feed our children and have them ready for a day of learning.

We will continue to maintain and grow our school allotment which is situated at the Peterhead allotments. We will also continue to maintain, play and learn at the woods where we created an outdoor classroom.