



STANDARDS AND QUALITY REPORT

FOR

Echt School



Standards and Quality Report for Session 2012-13

Aberdeenshire Council Education, Learning and Leisure Service Vision

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

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

Standards and Quality Report

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2. Foreword: Aberdeenshire Council School Improvement Framework

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

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

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

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

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

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

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

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

Improving Scottish Education, HMle, 2006

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

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

Ambitious, Excellent Schools, HMle, November 2005

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

3. Aims

Aims	Quality Framework HGIOS 3
<p>Challenging Learning Experiences</p> <p>1. To engage children and young people in the highest quality and challenging learning experiences</p> <p>A Caring Environment (Everyone Valued)</p> <p>2. To value and empower our staff, children and young people to promote well-being and respect</p> <p>An Ethos of Achievement</p> <p>3. To develop a culture of ambition and achievement which focuses on quality experiences and maximises success for all learners</p> <p>A Shared Vision</p> <p>4. To develop a shared vision for all by promoting fairness, justice and equality of opportunity, involving the whole school community in the life of the school</p> <p>Partnerships</p> <p>5. To work in partnership with parents, the community of Echt and other agencies in order to meet the needs of every child in Echt School</p> <p>Outdoor Environment</p> <p>6. To promote the outdoor environment as a space for learning and encourage everyone to explore, appreciate and respect their world</p> <p>Leadership</p> <p>1. To encourage a whole school approach to leadership - responsibility and decision making</p>	<p>Success & Achievements (1- 4)</p> <p>Work & Life of the School (5-8)</p> <p>Vision & Leadership (9)</p>

November 2010

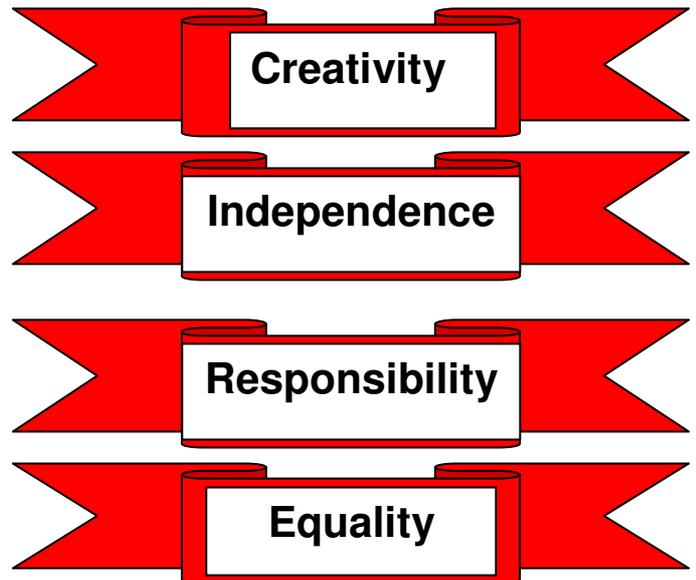
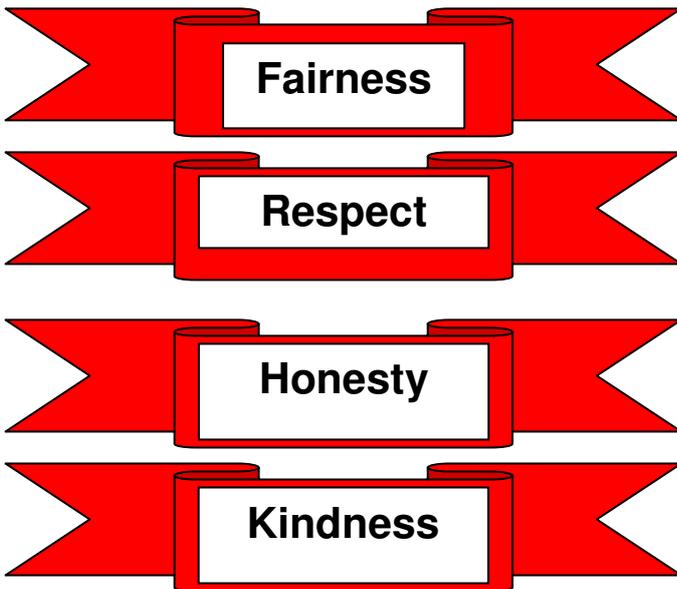
The above aims will be supported and progress monitored via a well-managed and resourced school where self-evaluation and the view of all stakeholders are sought, respected and valued.

Echt School & Nursery
Agreed by all stakeholders 2010-2011

Our Vision

Everyone valued and
Cared for in a
Happy, healthy environment where
Teaching and Learning are fun!

We all value:



Pupils' Aim

All pupils should follow our School Values and pay exceptional attention to our School Vision.

This will encourage all pupils to become:

Successful Learners
Responsible Citizens

Confident Individuals
Effective Contributors

4. The School in Context

The village of Echt, in Aberdeenshire is situated twelve miles to the West of Aberdeen. The area has many historical features including a Bronze Age Fort on the Barmekin Hill and nearby Stone Circles at Sunhoney and Cullerlie.

Echt School is situated on the outskirts of the village and enjoys an attractive, rural setting adjacent to the local park and Echt Church.

The school has a long history and was a Junior Secondary until 1969. The building today, is bright and spacious with three classrooms, a library, a computer suite, a hall, a kitchen, a staff room and office and several resource areas.

The school enjoys an extensive outside area including a front and back playground with an area set aside for the nursery. The nursery area has enjoyed considerable improvements to include safety fencing with gates for access and safety matting. This will enable the children to play in a safe environment.

The school garden has enhanced outside facilities. This area is used for both curricular and recreational activities and is where our school chickens are kept.

Echt School is nondenominational and the catchment area is the village of Echt and surrounding district. The school is part of Alford Community Schools Network, one of 12 primary schools associated with Alford Academy. Our partnership within the Community Schools Network facilitates joint projects and will include working with the multi agencies to provide an enriched, cohesive service.

Echt Nursery was opened in August 2000 and caters for children from ages 3-5 years. The catchment area includes Dunecht, Echt, Midmar and Cluny Schools. The Nursery now accommodates up to 40 places in two sessions.

The predicted school roll for 2013-2014 is 32 in the Primary and 24 in the Nursery:

- Ante Pre-school Nursery - 9
- Pre-school Nursery - 15
- Primary 1-3 - 16
- Primary 4-7 - 16

There are five permanent members of teaching staff.

- Head Teacher - Ruth MacDonald
- Class Teacher - Kirsty Lytton
- Nursery Teacher - Carole Taylor
- Head Teacher Relief - Laurel Raeside

Head Teacher Relief teaches part time to release Mrs MacDonald for management duties.

A School Administrator, two Pupil Support Assistants, three Nursery Nurses and a Clerical Assistant support the teaching staff.

We have strong links with four other rural schools in the Alford Cluster, Cluny, Dunecht, Midmar and Monymusk Primary Schools. We work together on aspects of development

planning, staff development and provide opportunities for the pupils to get together for a variety of activities.

The school has a very supportive Parent Council and an active Parents' Committee. On leaving Echt School, pupils transfer to Alford Academy.

Further information is contained in the school handbook.

The school manages its budget in accordance with authority guidelines.

5. Progress Check – Evaluating the Schools Previous Improvement Plan

School Improvement Priorities 2012 / 2013

No	Improvement Priority	Evaluation / Impact	Evidence
1	Self-Evaluation	<ul style="list-style-type: none"> • Staff continuing to use the QIs to raise the level of Learning and Teaching experiences for pupils • Improved awareness of School's strengths and weaknesses and how these can be built upon/strengthened. 	<ul style="list-style-type: none"> • Raised awareness by staff of the importance of self evaluation in the delivery of high quality Learning and Teaching experiences for our pupils • Continuation of Staff Self-Evaluation blogs in Glow tagged to QI's • Raised attainment and achievement for all pupils – e.g. through floorbooks, INCaS, classroom management • Improved learning and teaching experiences for pupils
2	Health & Wellbeing	<ul style="list-style-type: none"> • Introduction of RRSA to whole school community – staff trained to deliver RRSA across the school. • Two hours P.E. for each pupil per week taken forward by all classes • Promoted a more active and healthy lifestyle across the school/nursery 	<ul style="list-style-type: none"> • Children more aware of each others rights and responsibilities. Focus group set up to gather evidence on Where are we now? • Running Club started for P3-7 • Walk to Forest School site fortnightly – approx 2 miles there and back • Regular walks round neighbouring fields • Healthy Tuck revised and taken forward • Health week activities enjoyed by school and nursery • Spsored walk up local hill by school and nursery

3	Curriculum for Excellence	<ul style="list-style-type: none"> • All staff trained in use of Talking and Thinking Floorbooks for planning with children to ensure child-centered approach to learning and teaching • Staff familiar with and confident in use of AfL strategies • Increased motivation and enjoyment in all curricular areas • Pupils and staff involved in planning, tracking, assessing, evaluating through floorbooks • Children work in the learning space that they need to be in e.g. split P3 class • Daily use of outdoor spaces to enhance learning and teaching • Introduction of individual pupil blogs to assess and evaluate learning • Specialist work linking into classwork • Learning new skills for learning, life and work in Masterclass sessions on a fortnightly basis • All children part of one of 3 pupil groups – Health/Pupil Council/Eco, meeting on a fortnightly basis 	<ul style="list-style-type: none"> • Pupils work independently and as part of a group on reading, writing and maths activities • Pupils self and peer evaluate • Pupils (and parents) enjoy a wider range of types of homework • All planning done using children as starting point - Talking and Thinking Tubs and Floorbooks used from Nursery to P7 • Pupils more aware of what they are learning and why – evidenced through blogs in Glow • Staff use of blogs for evaluation of learning and teaching, making staff more aware of meeting children's needs
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6. Self Evaluation Audit The Child At The Centre 2

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
What outcomes have we achieved ?									
1. Key Performance Outcomes									
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> Curriculum reflects CfE E&Os E-profiling introduced across Nursery – all parents emailed a report fortnightly End of year reports shared with parents, HT and feeder schools Nursery team attend weekly whole school staff meetings 	<ul style="list-style-type: none"> Cluster approach to transition/school induction Staff CPD aligned to Standards for Registration
1.2	Fulfilment of statutory duties	1	2	3	4	5	6	<ul style="list-style-type: none"> All staff trained in Child Protection All staff trained in Food Hygiene Nursery Nurses First Aid training Nursery Nurses SSSC registered Nursery Teachers liaise with HT on budgets and resources 	<ul style="list-style-type: none"> Continue to update policies and procedures inline with Local and National policies

How well do we meet the needs of our early education centre community ?									
2. Impact on Learners, Parents, Carers and Families									
2.1	Children's Experiences	1	2	3	4	5	6		
								<ul style="list-style-type: none"> • Children's work and profiles shared with parents • Talking boxes brought in from home and shared in Nursery Mon to Fri • Children involved in planning process through floor book planning and plans displayed on notice board outside Nursery for parents to see • All children participated in Nursery/P1 concert which was well attended by parents and grandparents • Children attending school assemblies, church services, charity fund-raising days • Use of P.E. hall on a weekly basis • Music with the Kodaly teacher • Children baking with eggs from school chickens • Children learning outdoors on a daily basis in playground, garden, playing field, woods and local walk – contextualised learning • Snack bought at local shop by children on a weekly basis 	<ul style="list-style-type: none"> • Continue to involve children in planning process and ask parents to add suggestions to plans • Further develop outdoor learning experiences with school garden now being secure • Children's achievements shared with parents on School learning wall • Snack on demand – café style

2.2	The centre's success in involving parents, carers and families	1	2	3	4	5	6	<ul style="list-style-type: none"> Parents offered opportunities to help out in Nursery and on visits CfE open afternoon in school – prospective P1 parents invited North Lanarkshire Active Literacy evening – nursery parents invited Open sessions 'Mothers' Day' and Strawberry tea Parents encouraged to add to floorbooks and make suggestions 	<ul style="list-style-type: none"> Continue to provide opportunities for parents to come into Nursery Parents asked to share ways in which they would like to contribute to Nursery – baking, story reading etc Ensuring a 1-1 handover with parents at the end of each session
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How good is the education we provide ?

5. Provision of Early Education

5.1	The Curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> Curriculum for Excellence at Early Level supported through whole school planning meetings Floorbooks used extensively to plan next steps with children 	<ul style="list-style-type: none"> Cluster meetings with early years staff from other schools Use of SEEMIS to track learning
5.2	Teaching for effective learning	1	2	3	4	5	6	<ul style="list-style-type: none"> Learning intentions are shared and learning is evaluated through talking to children, quality of participation and photographic evidence 	<ul style="list-style-type: none"> Use of floorbooks, following children's interests Use of outdoors as much as indoors to support learning
5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> Use of floorbooks for planning to meet children's needs Communication between staff to ensure smooth handovers 	<ul style="list-style-type: none"> Photograph pages in floorbook and use e-profiling to inform parents Continue to involve parents and partner agencies Staff evaluation blogs to continue

5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> • The nursery has Health and Safety policies for food preparation, handling and consumption. • Fridge temperature is checked and recorded. • Children follow hand washing routine. • Healthy snack provided daily and menus on Notice board for parents • All staff trained in Child Protection and Nursery Nurses trained in First Aid • Children have Outdoor Play/P.E. daily whenever they wish 	<ul style="list-style-type: none"> • Continue to promote a positive ethos of care taking into account the school's vision, values and aims and the principles of Rights Respecting Schools
5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> • Staff evaluation blogs introduced in Glow • Staff reflect on current practice and make changes as required 	<ul style="list-style-type: none"> • Continue to fully involve children and parents in learning • All evaluation posts tagged to QI's

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our leadership ?									
9. Leadership									
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> All staff maintain a CPD record Class teachers and Nursery Nurses enthusiastic re new learning. Excellent teamwork, use of initiative, partnership working, able to lead developments Nursery Nurse attending CPD at weekends Nursery staff attended CPD course through Mindstretchers Introduction of School/Nursery Facebook page 	<ul style="list-style-type: none"> Continue to work with other cluster schools on planning and transition Continue to further develop ways of communicating with parents Find ways to build partnerships with other agencies
9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> Whole school staff development Whole school weekly staff meetings involving Nursery teachers and Nursery nurses Nursery staff involved in taking forward whole school initiatives Nursery room moved beside P1-3 with shared wet area and doors to allow access to the outdoors on demand 	<ul style="list-style-type: none"> HT to continue to support and develop the leadership capacity of the Nursery team Nursery staff involvement in whole school Eco Week and Health Week Nursery involved in development of whole school outdoor learning initiatives – developing the Scrapstore

7. Self Evaluation Audit

How Good is Our School 3 (HGIOS3)

Quality Indicator	Audit Levels (shaded)						Evidence	Next Steps	
What outcomes have we achieved?									
1	Key performance outcomes								
1.1	Improvements in performance	1	2	3	4	5	6	<ul style="list-style-type: none"> • Move away from paper-based CfE planning booklets to individual CfE blogs • Active learning in all curricular areas, indoors and out, continuing to be extended and built on • Continue to involve staff fully in Improvement planning. Look to involving pupils and parents also • Continue to expand opportunities for children to take on roles of responsibility across the school – P6/7 pupils involved in Enterprise Leaders training 	<ul style="list-style-type: none"> • CfE blogs tagged to 8 curricular areas working well, continue to develop • Continue to roll out: North Lanarkshire Active Literacy, Active Maths, Floorbook Planning and Forest School from P1-7 • Use 3 Horizons and Implemento to involve staff, parents and children in the improvement planning process • P7 pupils involved in enterprise project along with P7's from Midmar school. Organising a transition event for all P7's in the cluster

1.2	Fulfilment of statutory duties	1	2	3	4	5	6	<ul style="list-style-type: none"> • We comply and are actively engaged in developing statutory requirements e.g. Child Protection, ASfL Act, Parental Involvement Act, SSSC registration etc. • Parents positive re progress and increased confidence and independence of children. • High expectations and promotion of achievement /attainment at all stages. • 	<ul style="list-style-type: none"> • Maintain high expectations for all and continue to support all learners to achieve their best by supporting and embedding A.I.f.L , active learning • Roll out of PiPS Baseline assessment • Program of INCAS testing to be rolled out to P3/5/7
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How well do we meet the needs of our School Community?									
2	Impact on Learners								
2.1	Learner's experiences	1	2	3	4	5	6	<ul style="list-style-type: none"> • Further develop use of CfE blogs • Introduce e-profiling in Nursery through 2BuildAProfile • Continue to involve the children fully on decision making in the school • Continue to develop e-profiling - pupil Ican, across the school • Introduce children to RRSA • Continue with Volunteering Award scheme • Further develop opportunities for enterprise through Enterprise Leaders programme for P6/7 pupils • Engagement with Forest School experiences for P3-7 children • Trips in and around local community • Engaging with external agencies 	<ul style="list-style-type: none"> • Build and extend peer monitoring programme – all staff involved (Also across MCMED's cluster group) • Introduce e-profiling in P1 through 2BuildAProfile • Apply for RRSA Level 1 award • P7 pupils to work with P7's from Midmar to organise a transition event for all P7's in cluster • Continue to further develop FS, liaising with local estate

2.2	Involvement of Parents, Carers and Families	1	2	3	4	5	6	<ul style="list-style-type: none"> • Monthly newsletters sent out – parents e-mailed. Also on Glow and on new website • Parental questionnaires – paper-based or on Glow • Discussion threads on Glow • Last whole school assembly of each month open to parents followed by a Parent Café which is attended by P6/7 • School exceptionally well supported by Parent Council and PTA • Parents helping out fortnightly with School Groups and Masterclass sessions • Parents trained to run Junior Librarian in school library • Learning folders sent home on a fortnightly basis with examples of children’s learning – parents asked to comment • High level of attendance at concerts, induction meetings • Parents giving support on school trips • Open afternoon /Evening • Curriculum for Excellence Evening led by the children • Facebook page created and used to inform parents • Yearly calendar of events for parents 	<ul style="list-style-type: none"> • Continue to issue calendar of events to parents for next session • Continue to develop use of Glow – class blogs • Change monthly newsletters to weekly bulletins • Continue to build on current extra-curricular school clubs, involving parents in the running of them if possible • Build on Open afternoon/Evening by introducing termly invites to parents • Develop further consultation through questionnaires both paper-based and on Glow • Parental involvement in running of Library • Continue with parental involvement on weekly basis with School Groups and Masterclass sessions • Further develop Learning Folders to encourage pupil/parent discussion of learning
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How good is the education we provide?									
5	<i>Delivery of education</i>								
5.1	The curriculum	1	2	3	4	5	6	<ul style="list-style-type: none"> Curriculum based on National and Authority guidelines Introduced North Lanarkshire Active Literacy Replaced CfE planning booklets with CfE blogs. Children tagging posts to 8 curricular areas Introduced Talking and Thinking Floorbooks and Talking Tubs across the school Further developed use of outdoors to support learning, making learning real for the children 	<ul style="list-style-type: none"> Focus on developing mental maths skills Further develop literacy skills across all stages through North Lanarkshire Active Literacy Further develop the children's involvement in planning the curriculum through Talking and Thinking Floorbooks
5.2	Teaching for effective learning	1	2	3	4	5	6	<ul style="list-style-type: none"> Use of ICT and Glow (including blogging) for learning and teaching Use of outdoors to put learning into context for children Use of Icans... at P3-7 for profiling Introduction of iPads to help learning Further develop consistency in learning and teaching by staff/peer monitoring and staff dialogue 	<ul style="list-style-type: none"> Continue to try and integrate NLAL into Activity Based day Further develop use of Talking and Thinking Floorbooks Continue to look to use all available learning spaces, inside and out, on a regular basis Further develop staff and children ICT skills

5.3	Meeting learning needs	1	2	3	4	5	6	<ul style="list-style-type: none"> • Dialogue with all staff • Involvement of other agencies where necessary • Support staff are dedicated to meeting learners' needs, using appropriate resources • Teachers' evaluations of learning and monitoring of plans shared through Glow and discussed • Increase in pace and challenge for individual pupils – working within groups at same CfE level – P3 children split with 4 children working in P3-7 class • Refurbishment of classrooms making more flexible learning spaces 	<ul style="list-style-type: none"> • Continue to raise staff awareness of GIRFEC, Parental Involvement Act etc • Continue to provide an appropriate learning programme for all learners – monitor pace and challenge • Regular meetings with SfL teacher and support staff • Use of Talking and Thinking Floorbooks to put child at the centre of learning
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5.8	Care, welfare and development	1	2	3	4	5	6	<ul style="list-style-type: none"> • Nursery to P1 seamless due to refurbishment of building • Early Level meeting with Early Years Manager, CfE Officer, Nursery parents, MCMED's HTs and P1 staff • P7 – S1 transition arrangements built on with joint residential trip with Dunecht, Cluny and Midmar and sailing at Loch of Skene • Child protection chronology records on SEEMIS for children • Registered with RRSA and began to roll out across the school 	<ul style="list-style-type: none"> • Develop MCMED's Nursery to P1 transition policy • Further develop children's' involvement in self-evaluation procedure through CfE blogs • Further develop work on RRSA – level 1 award • P7 transition enterprise • Introduce Bucket-Filling philosophy across school
5.9	Improvement through self-evaluation	1	2	3	4	5	6	<ul style="list-style-type: none"> • Staff evaluations in Glow blogs – commenting on each other • Surveys to parents and pupils • Comments from parents in Glow blogs regarding learning • Continual dialogue between staff • Regular review of progress towards school improvement priorities – collegiate calendar • Created new format QA calendar • Completed broad audit 	<ul style="list-style-type: none"> • Endeavour to include support staff in broad audit – perhaps in-service day • Review QA calendar with staff • Establish QA policy • Continue to evaluate progress on school improvement plans regularly – involving whole school community

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How good is our leadership?									
9	Leadership								
9.3	Developing people and partnerships	1	2	3	4	5	6	<ul style="list-style-type: none"> Continued opportunities to lead and participate in working groups, increased professionalism, great team work, more staff meetings and sharing of info, collaboration very good Everyone feels fully consulted and valued 	<ul style="list-style-type: none"> Partnership working with Midmar school – P7 transition enterprise Involving parents and children in improvement planning process through use of 3 Horizons and Implemento Capitalise on every possible opportunity for partnership working
9.4	Leadership of improvement and change	1	2	3	4	5	6	<ul style="list-style-type: none"> All staff fully committed to improving the school H.T. has a very clear vision for school improvement and takes account of views of all stakeholders – school refurbished to fully develop learning spaces Enabling staff to try innovative practices Opportunities for staff in cluster groups to work together and share ideas and good practice Use of self-evaluation in all areas of school life to recognise school strengths 	<ul style="list-style-type: none"> Allow all new initiatives time to become embedded Continue to foster an ethos where practice is shared and all staff and pupils learn from each other

8. Other Achievements 2012-13

The school encourages an ethos of achievement through:

- providing opportunities for participation in a variety of activities
- recognition and praise of achievement

Some examples of our achievements this session are:

PUPILS

- All pupils took part in a Harvest Festival celebration and parade of homemade scarecrows at Echt village hall with parents and community members
- Some P3-7 pupils took part in Westhill Rotary's Fun Quiz
- P6 girls took part in the Westhill Rotary Young Speakers Competition
- All P6/7 pupils went on a residential trip to Abernethy with pupils from Midmar, Cluny and Dunecht
- All pupils took part in our Scots Verse competition
- We put an exhibit into Echt show
- All pupils sent entries to Echt Horticultural Society Annual show
- P6/7 pupils took part in Westhill Rotary photographic competition
- Pupils enjoyed weekly chess club run by Westhill Rotary and one pupil represented the school at the annual inter-schools chess championship
- All pupils took part in Total's Green School Award
- All Nursery and School pupils took part in our Christmas shows
- All pupils joined a school group and worked hard all year – Eco/Pupil Council/Health
- The health group introduced cereal to the school to sell at Tuck
- P6 pupils took part in cycling proficiency
- All children contributed to their class blog in Glow and uploaded work during the snow closure days
- All pupils from Nursery to P7 took part in fortnightly assemblies
- All took part in the school garden party at the end of term to celebrate a fantastic year and to say goodbye to our P7's
- P3-7 pupils helped to set up our Forest School site in Myriewell Woods and attended regular sessions throughout the year
- P6/7 pupils attended Enterprise Leaders training
- The school took part in Aberdeen Forward's composting pilot and P6/7 pupils attended an event at Woodend Barn
- All pupils took part in many activities during the school's Eco Week
- Took part in the Echt/Midmar parish Christmas Tree Decorating competition
- P5/6/7 pupils took part in First Aid training
- P3/4 pupils took part in the Totally Tatties competition
- All pupils took part in World Maths Day and World Book Day
- Nursery and School pupils took part in the school's Health Week
- P3-7 pupils took part in the Aberdeenshire Active Schools Orienteering Festival at Bennachie
- Bruce gained his platinum Volunteering award from Aberdeenshire Council
- Pupils spoke at National and Local conferences on using Talking and Thinking Floorbooks. Pupils conducted a workshop for Bed 4 students on Floorbooks
- All pupils have had a successful year of Masterclasses, including Book wallpapering, Keep Fit and Knitting

FUNDRAISING AND CHARITIES

- Supported Children in Need day
- Filled shoeboxes for Westhill Rotary Appeal
- Nursery and School pupils took part in a sponsored walk up Barmekin Hill to raise money for the school fund

OUTINGS

- Whole school outing to Stonehaven Beach
- Sailing at Loch of Skene for P7 pupils with pupils from other small schools in the cluster
- Sailing for P3-6 pupils at Loch of Skene in conjunction with their topic
- P6/7 took part in a sports day at Cluny before their trip to Abernethy
- P1-3 visit to SSPCA Drumoak
- Nursery children went to Hazelhead zoo
- Nursery and Primary 1 went to Tyrebagger to choose a Christmas tree
- P3-7 pupils attended workshops at Drum Castle and Castle Fraser
- Whole school winter picnic to Drum Castle to see the Advent Window we had designed
- P6/7 pupils attended the Christmas Lectures at the AECC
- Nursery to P7 attended the panto at Aberdeen Arts Centre
- P4-7 pupils took part in a singing workshop at Drum Castle

VISITORS

- Numerous teachers visiting from local schools
- Visit from husky dogs and trainer
- Techfest visited school
- SSPCA spoke to all classes
- All pupils benefitted from 4 weeks of Chinese delivered by Ellen the Chinese teacher
- We had several visits from a member of the RSPB
- Member of Waste Aware Aberdeenshire visited the Eco Group and gave advice on recycling receptacles
- ALEC van visited school and worked with all pupils
- Zazzi, film producer filmed Floorbooks sessions in the school and interviewed children and staff for a production for Mindstretchers
- Eden Project brought pets into P1-3, and nursery, in conjunction with their topic
- Engineers from SubSea 7 spoke to the children about being an engineer
- Visit from Police to talk about road safety

PARENTS AND CARERS

- Very good attendance at Open afternoon and Evening in September, Curriculum Afternoon in November and Parent Evenings in March
- Masterclass sessions supported
- Helped out with School Library
- Very active PTA provided financial help throughout the year by means of a Quiz and Chips, Photographs, Spree Books and introduction of Rag Bag Bin
- Supportive Parent Council

STAFF

- All staff members trained in Restorative Practice
- Early Education held a meeting in the school which was attended by 70+ people
- Early Years Network came to the school and spoke with staff
- Mrs MacDonald and Miss Lytton attended Scottish Learning Festival in Glasgow
- Mrs MacDonald spoke at many conferences, on behalf of Aberdeenshire, about Outdoor Learning and Talking and Thinking Floorbooks
- Support staff updated their food handling qualifications and First Aid qualifications
- Mrs MacDonald undertook her Forest School and First Aid in the Outdoors qualifications
- Miss Lytton and Mrs MacDonald attended an excellent Learning and Teaching Scotland course on outdoor learning
- Mrs MacDonald and Miss Lytton delivered a keynote presentation to BEd 4 students and staff at Aberdeen University about Echt School
- Mrs Raeside and Miss Lytton spoke at Education Scotland conference on Social Studies about Social Studies in Early Years at Echt
- Mrs MacDonald and Miss Lytton attended Outdoor Education National Conference at Crieff Hydro with a view to applying for recognition in Outdoor Learning
- Mrs MacDonald represents Aberdeenshire on CNPA steering group for Outdoor Learning
- Mrs MacDonald sits on Aberdeenshire Council Outdoor Learning Strategy group
- Staff supported two students from Aberdeen University through their placements in the school
- Mrs MacDonald attended a course, in conjunction with Education Scotland, on Transformational Change, with a view to implementing some of the ideas in school next session

9. School Improvement Priorities for session 2013/14

1. Curriculum for Excellence

- Curriculum for Excellence priorities as identified using the 3-18 Curriculum Framework Self-evaluation Toolkit
- Continued increase in use of ICT/Glow for Learning and Teaching
- Mental maths skills and strategies prioritised
- Continue to roll out NLAL
- Further develop use of Talking Tubs and Talking and Thinking Floorbooks across all stages to extend children's involvement in planning learning

2. Self-Evaluation

- Staff involvement with Tapestry, Leading Deep Learning – Agents of Change
- Children and staff to continue to self-evaluate, using CfE blogs and dialogue with HT and CT

3. International Learning and Global Citizenship

- Establish link with school in Scandinavia
- Embark on joint project with link school
- Continue to extend work on Global Citizenship through Eco Schools and link school
- Further develop work with RRSA in all areas of school life, with the aim of achieving Level 1 Award this session