

# Standards & Quality Report

2015/2016



## St Combs School

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**Aberdeenshire**  
COUNCIL





## The School in Context

St Combs Primary School is situated in the village of St Combs which is approximately six miles south of Fraserburgh on the coast, surrounded by good farmland. The village has a population of approximately 800 living in a mixture of private and council housing.

The school serves the children from the village and the surrounding area. The roll has fallen in recent years.

On leaving St Combs School, the majority of pupils move on to Fraserburgh Academy which has 10 associated primary schools and one special school. Within the Fraserburgh Children's Service Network (CSN), all services operate in an integrated framework in order to ensure that each child has the fullest opportunity to maximise his/her potential.

Due to pupil numbers and teachers' contracts all classes are composite. The roll currently stands at 42. *There are three primary class teachers employed in the school:* - Head Teacher, one full-time Teacher and a Head Teacher Relief.

In addition there is a Support for Learning (SfL) teacher who visits the school once a week (0.1), several specialist teachers who teach PE, Music, Art, Drama, Health & Wellbeing and ICT. These visiting specialist teachers come to school at different times over the four terms and provide cover so that class teachers are able to access non-class contact time under the McCrone agreement. To complement the teaching staff we have an Office Administrator, four Pupil Support Assistants (PSA), one catering supervisor, one cleaner, one caretaker and a janitor. These members of staff are in school for varying amounts of time throughout the week.

There is a very supportive Parent Council and a Friends of St Combs School Association (F.O.S.C.S.A), which raises funds for the benefit of all pupils in the school. Funds raised pay for all social activities: - Christmas parties, discos, trips of an educational and social nature and there are generally funds left over to make major purchases of school materials. During session 2012-2013 the Parent Council paid for 7 parents and 3 staff members to undertake First Aid Training. F.O.S.C.S.A paid for P5/6/7 pupils to train in First Aid. This year our Parent Council funded wordless readers for our P1 pupils as well as supplementary readers for our older pupils. There is an excellent level of parental support. Parents' evenings are well attended (usually near 100%). An audit conducted by HMle in May 2007 showed a high level of parental support. Although this is now 8 years ago the support has not declined. An audit conducted by the School Parent Council in 2010 made similar findings, as do smaller scale, more recent, school surveys.

*The last extended inspection by HMle was conducted in May 2007 and is considered to be positive. The follow-through report, also positive, was published in September 2009.*

The school is proud of its strong community links. The over 50's club are entertained at Christmas time with a special concert, followed by a tea. They are also invited to a Burns Supper organised and presented by the children in P5-7. The local Brownies use the school for their weekly meetings. The WRI meet on a monthly basis.

Active Schools run various After-School Clubs within the school. Three parents trained in Bikeability and 2 were able to support our P6 pupils this year to successfully complete the course. Additional Parent Volunteers supported these sessions.

Key Development	Progress during 2015 / 2016
<u>HGIOS 4:</u> <u>Develop</u> <u>Literacy and</u> <u>Evaluate</u> <u>Numeracy</u>	<ul style="list-style-type: none"> <li>• Increasing awareness of HGIOS4 and knowledge of Core QIs required to be a focus for next session. <i>'Looking Inwards, Looking Outwards and Looking Forwards.'</i></li> <li>• Reading Progression has been reassessed and reorganised, particularly in Early Stages and a robust Grammar progression has been planned. The Aberdeenshire Literacy and English Framework e.g. Benchmarks, as well as Education Scotland advice (KAL), were used to support this programme. Established link with Academy using SALs. HT in Sub-Group for Curricular Transition.</li> <li>• We reviewed our Spelling approaches and decided to create multi-composite plans to ensure continuity, challenge and enjoyment, progression and coherence.</li> <li>• Active Maths and Big Maths continue to form our Maths Progression. Further development of CLIC is required. The subscription for Education City has not been renewed. Mental Maths programme to be planned next session.</li> </ul>
<u>GIRFEC</u>	<ul style="list-style-type: none"> <li>• Various training sessions attended i.e. Child Protection, Multi-Agency and GIRFEC.</li> <li>• Raised awareness of SHANARRI. Wall Display in school. Linked to I&amp;P Provision.</li> <li>• Continued use of chronologies and increased awareness of Named Person.</li> <li>• Regular primary/secondary meetings held to share information, ensure equitable support and focus on assessment and attainment.</li> <li>• Increased use of Dyslexia Toolkit, in addition to current robust procedures.</li> <li>• Progression towards becoming a Rights Respecting School, linking with UNCRC.</li> </ul>
<u>Quality Assurance</u> <u>and Self-Evaluation</u>	<ul style="list-style-type: none"> <li>• Consideration of use of HGIOS4 'Challenge Questions' to aid self-evaluation. This will continue next session.</li> <li>• 'Learning Log' homework for P5-7 pupils was trialled. Great success, especially sharing sessions with each other and parents. This will be incorporated into a multi-composite plan.</li> <li>• Developed small 'Pupil Voice' Groups focusing initially on ECO, RRS, HEALTH, OUTDOOR LEARNING AND FAIRTRADE and, latterly, Eco, Global Citizenship and RRS. This will continue into 2016-2017 with planned progressions of work/experiences.</li> <li>• Within '<i>Tackling Bureaucracy</i>', we agreed to reconsider our termly planning and look to reduce any duplication. This will continue.</li> <li>• Used regular assessments to inform groupings. Analysed Standardised Assessment results.</li> </ul>
<u>Rights Respecting Schools (RRS)</u>	<p>Class Charters based on UNCRC have been created, focusing on Articles 12, 19, 24 and 28.</p> <p>Progress of our journey towards RRSA has been shared, through Assembly and newsletters, with parents/carers.</p> <p>RRS Pupil Voice Group will continue next session.</p>



## **SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/2017**

### **CLUSTER PLANS:**

- Reporting to Parents / Carers
- 1+2 Languages
- Moderation and Assessment

### **SCHOOL PLANS:**

#### **Linking all school-based developments will be Q.I. 1.1 Self-Evaluation**

##### Q.I. 1.3 Leadership of Change

- Completion of a School Rationale, incorporating vision, values and aims.
- Continuation of celebrating the 4 capacities through Wall of Achievement.
- Creation of a planned timescale for the development of curricular progressions. (Literacy: Spelling, Science, Exp Arts: Dance/PE and Technologies.)
- Continue to share Improvement Plans with Staff and Parents/Carers.
- Within HT Cluster, create working groups to focus on Literacy and Numeracy Curricular Frameworks. Build in Moderation.
- Further development of Cluster approach e.g. Literacy/Numeracy Frameworks and Progressions and Improved Reporting Approaches.
- Involvement in the implementation of the Named Person Scheme.
- Increased awareness of other cultures and customs, using Pupil Voice Group platform.

##### Q.I. 2.3 Learning, Teaching and Assessment

- Continue to use Authority 3-18 curricular guidance and entitlements, developing progressions utilising Aberdeenshire's Progression Frameworks.
- Look to utilise Glow as it provides opportunities to enhance learning and teaching.
- Train in the use of SEEMiS Wellbeing Application.
- *Implementation of 1+2 Languages initiative, with training, planning and self-evaluation.*
- *Review Spelling Progression to ensure challenge and enjoyment.*
- *Look to develop use of technology for Listening and Talking e.g. Easi-Speaks, Microphones.*
- *Develop Literacy Approach for multi-composite classes (P1-4 and P5-7), incorporating Book Studies.*
- *Aim to focus to develop personalisation and choice throughout year e.g. 'Magic' Writing – free choice writing 1x term.*
- *Develop and refine Quality Assurance calendar with set whole-school focus areas e.g. presentation and handwriting.*
- Continue to identify individual needs and plan accordingly to meet them e.g. SfL time, visual timetables, extended transition periods. (GIRFEC)
- Further develop whole-school IDL opportunities e.g. Inventors and Inventions. (Term 3)
- Enable pupils to work cooperatively and take more responsibility for their own learning.
- Improve Reporting Approaches for Parents (Cluster Focus) e.g. Learning Journey Jotters (LJJ).
- Widgets have been displayed throughout school but we need to continue to develop Read, Write Gold and the Dyslexia-Friendly Classroom.
- Become a Dyslexia-Friendly, Autism-Friendly and Nurturing School.
- Fairtrade Approach.



### Q.I. 3.2 Raising Attainment and Achievement

- Continue to improve the current levels of performance and attainment, through Professional Judgement, ePIPS and InCAS and SfL Testing.
- Provide robust evidence to National Improvement Framework (NIF) and 'Close the Gap'.
- Audit school improvement plans to inform next steps. Evaluate regularly.
- Use HGIOS4 to self-evaluate and identify improvements, through challenge questions.
- Engage with Professional Update for all teaching staff, enabling reflection.
- Develop Professional Dialogue, in particular, prior to the November Parents' Evening.
- Collegiate sessions planned for cross-stage moderation within collegiate sessions e.g. writing.
- Explore the possibility of 'streaming' for reading, writing and maths.
- Track children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall)
- Continue to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements.
- Increase awareness of R.I.C.E. (Respect, Integrity, Compassion and Empathy) – link with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS.
- Continue on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.

### Q.I. 2.6 Transitions

- Continue to develop use of Pupil Passports – 'I can' – OneNote– for all pupils
- For Academy Transition, continue to complete profiles to aid this process.
- Continue to take part in successful Pastoral Transition from P7 to S1.
- Plan to work more closely with Academy to strengthen the Curricular Transition. HT on sub-group.
- Use Transition Paperwork between classes to ensure a continuous education.
- Continue the 'Transition Week' format whereby all pupils have the opportunity to 'move on' but with a clear focus on N-P1 and P7-S1. Look for improvements/enhancements to this process e.g. Pupil DVD.
- Continue P1 Teacher Nursery Visits, new P1 Induction sessions, Parent/Carer Information Session and look to strengthen dialogue between sectors.
- Continue to support 'Work Experience' week for potential future teachers.
- Continue to develop our Career Focus Sessions in February.
- Develop the Mainstream link between St Combs and Westfield.

# 1. How well do our children learn and achieve?

**QI 1.1 ~ Improvements in Performance** **Evaluation**  
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**QI 2.1 ~ Learners' Experiences** 5

## In arriving at these evaluations, we considered the following evidence.

- Monitoring/ tracking system in place.
- Continued Collegiate Opportunities for Staff to moderate Writing / Maths. (Terms 1 and 3)
- Recording formats for Numeracy and Literacy have been updated. They have been shared with the Academy for the first time, this year, to enable Moderation in Writing.
- SfL Testing results (2x a year) / ePIPs and InCAS for P1, P3, P5 and P7. Results continue to inform planning and groupings, to support as well as extend learners.
- Positive ethos and sense of achievement which is celebrated at Assemblies, in newsletters and on the Achievement Wall.
- Many activity-based learning experiences. Visits and Visitors for pupils e.g. SCORE Visitors and SCORE Visit, SPCA, Duff House WW2 Experience and Road Safety Magic Roadshow.
- Whole-school IDL study of Conservation.
- Improved standard of attainment in Listening and Talking, Reading, Writing and Health and Wellbeing. Pupils are ahead of levels in R, W, L&T and N, to varying degrees.
- Continued use of Big Writing programme has motivated learners and improved writing skills and levels.
- Cooperative Learning Opportunities are planned and delivered.
- High expectations continue to be set by staff members.
- AifL well established and strategies are incorporated into weekly plans.
- Learners feel safe and secure and are treated fairly. A respectful atmosphere is encouraged e.g. lining up.
- Digital Literacy is used increasingly within all classes with the SmartBoard being utilised daily. Online resources on trial.
- I can. profiles are now being maintained by all P1-P7 pupils, to varying levels. P7 used Word/pdf for their Profiles. OneNote is now ready and will be used next session.
- Pupils are given opportunities to benefit through Enterprise Education i.e. Christmas Fair Fundraiser.
- Pupil Council is established, meeting on a regular basis to make decisions and share ideas.
- Opportunities for pupils to support each other, across classes, e.g. P7 Buddies for new P1 pupils.

## Our key strengths in this area are

- Collaboration and Cooperation
- Sharing practice and resources
- A confidence in delivery and progression in some curricular areas

## We have identified the following as priorities for improvement in this area

- Continue to improve the current levels of performance and attainment.
- Review Spelling Progression to ensure challenge and enjoyment.
- Further develop whole-school IDL opportunities e.g. Inventors and Inventions (Term 3)
- Further develop CfE assessments.
- Collegiate sessions planned for cross-stage moderation within collegiate sessions e.g. writing.
- Explore the possibility of 'streaming' for reading, writing and maths.
- Ensure a wide range of experiences and outcomes are planned for.
- Continue to plan opportunities for children to develop their literacy, numeracy and maths skills across their learning.
- Continued involvement of staff in drawing up improvement plans.
- Continue to display Plans in Staffroom.
- As before, share the improvement plans with Parent Council.
- Track children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall)
- Continue to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements.
- Continue to maintain high level of expectations for all.
- Continue to develop use of Pupil Passports – 'I can' – OneNote– for all pupils
- Continue to ensure pupils are appropriately challenged.
- Embed further the cooperative approach to lessons and learning experiences.
- Increase awareness of R.I.C.E. (Respect, Integrity, Compassion and Empathy) – link with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS.

## 2. How well does our school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

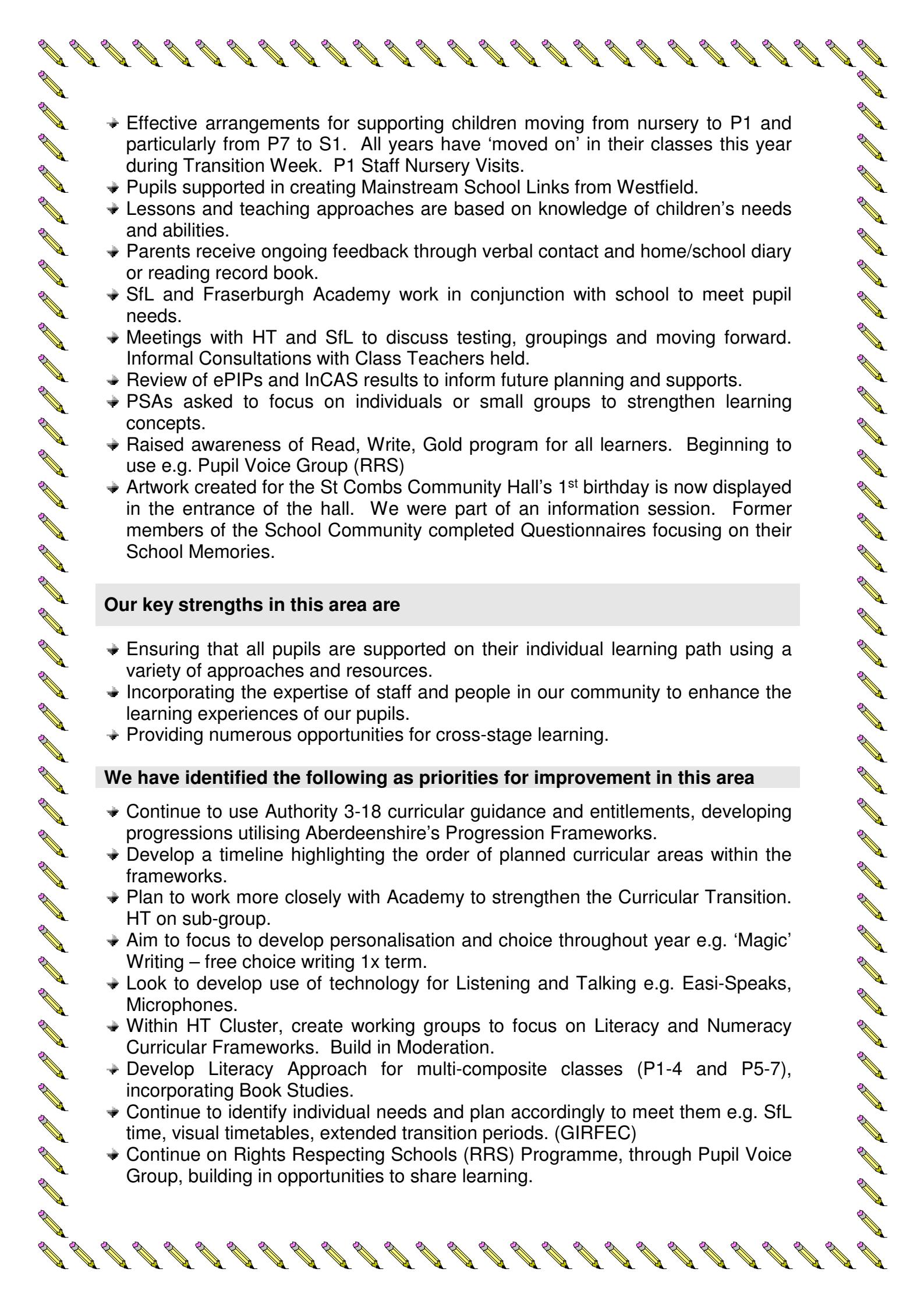
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QI 5.3 ~ Meeting Learning Needs

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### In arriving at these evaluations, we considered the following evidence.

- Curriculum based on cluster, authority and national advice.
- Staff actively using CfE 'Es and Os' and displaying these within class displays.
- Pupil engagement with the 4 capacities, through our Wall of Achievement.
- A greater emphasis on active learning in line with CfE.
- IDL links across classes e.g. Conservation.
- Opportunities to link with other stages planned e.g. Litter Bugs.
- Village is used to enhance learning opportunities e.g. and P1-4 Recycling and Litter Walk, Eco-Group's Beach Visit and Village Litter Pick.
- Trips planned to enhance learning e.g. Duff House WW2 Experience and Road Safety Roadshow.
- AfL strategies are embedded in teaching and learning.
- Across the school, all children use Digital Literacy confidently in many areas of their learning e.g. PowerPoints, 2Simple.

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- Effective arrangements for supporting children moving from nursery to P1 and particularly from P7 to S1. All years have 'moved on' in their classes this year during Transition Week. P1 Staff Nursery Visits.
  - Pupils supported in creating Mainstream School Links from Westfield.
  - Lessons and teaching approaches are based on knowledge of children's needs and abilities.
  - Parents receive ongoing feedback through verbal contact and home/school diary or reading record book.
  - SfL and Fraserburgh Academy work in conjunction with school to meet pupil needs.
  - Meetings with HT and SfL to discuss testing, groupings and moving forward. Informal Consultations with Class Teachers held.
  - Review of ePIPs and InCAS results to inform future planning and supports.
  - PSAs asked to focus on individuals or small groups to strengthen learning concepts.
  - Raised awareness of Read, Write, Gold program for all learners. Beginning to use e.g. Pupil Voice Group (RRS)
  - Artwork created for the St Combs Community Hall's 1<sup>st</sup> birthday is now displayed in the entrance of the hall. We were part of an information session. Former members of the School Community completed Questionnaires focusing on their School Memories.

### **Our key strengths in this area are**

- Ensuring that all pupils are supported on their individual learning path using a variety of approaches and resources.
- Incorporating the expertise of staff and people in our community to enhance the learning experiences of our pupils.
- Providing numerous opportunities for cross-stage learning.

### **We have identified the following as priorities for improvement in this area**

- Continue to use Authority 3-18 curricular guidance and entitlements, developing progressions utilising Aberdeenshire's Progression Frameworks.
- Develop a timeline highlighting the order of planned curricular areas within the frameworks.
- Plan to work more closely with Academy to strengthen the Curricular Transition. HT on sub-group.
- Aim to focus to develop personalisation and choice throughout year e.g. 'Magic' Writing – free choice writing 1x term.
- Look to develop use of technology for Listening and Talking e.g. Easi-Speaks, Microphones.
- Within HT Cluster, create working groups to focus on Literacy and Numeracy Curricular Frameworks. Build in Moderation.
- Develop Literacy Approach for multi-composite classes (P1-4 and P5-7), incorporating Book Studies.
- Continue to identify individual needs and plan accordingly to meet them e.g. SfL time, visual timetables, extended transition periods. (GIRFEC)
- Continue on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.



- Continue to maintain the high standards set, and improve upon them.
- Continued use of the new IEP format, when required.
- Continue to work, when required, between agencies to ensure the greatest support available e.g. ASPECTS.
- Continue the 'Transition Week' format whereby all pupils have the opportunity to 'move on' but with a clear focus on N-P1 and P7-S1. Look for improvements/enhancements to this process e.g. Pupil DVD.
- Enable pupils to work cooperatively and take more responsibility for their own learning.
- Improve Reporting Approaches for Parents (Cluster Focus) e.g. Learning Journey Jotters (LJJ).
- Widgets have been displayed throughout school but we need to continue to develop Read, Write Gold and the Dyslexia-Friendly Classroom.

### 3. How does our school improve the quality of its work?

#### QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

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#### In arriving at these evaluations, we considered the following evidence.

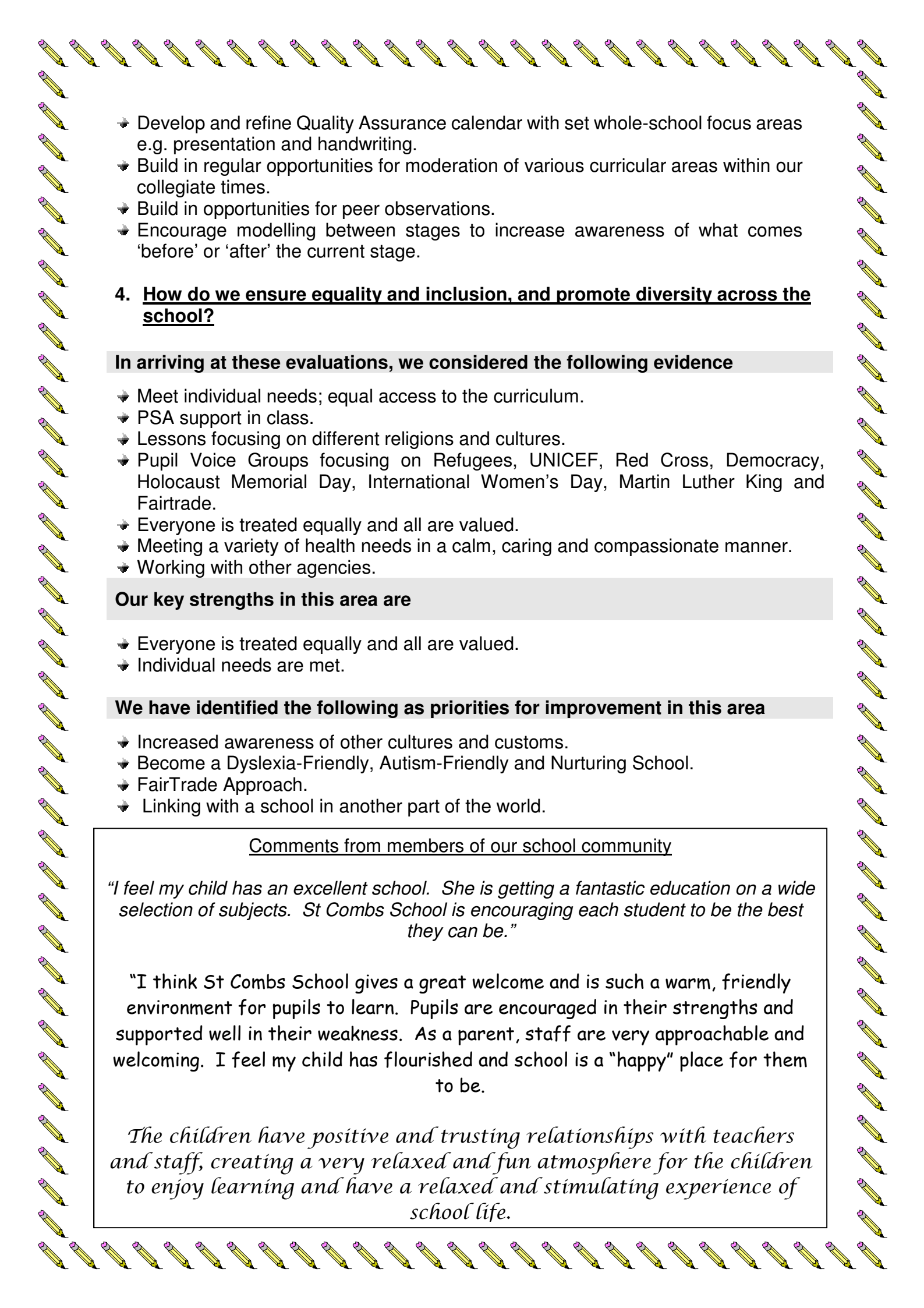
- Results of audits (Staff, Pupils and Parents) continue to be used to identify future priorities.
- All teaching staff involved in whole school audit process.
- Section built into weekly plan to encourage regular evaluations and next steps.
- Planned programme of Professional Update /EAR of all staff with appropriate training recommended. All staff engaged in these processes.
- Short, regular, monitoring visits to all classes.
- Feedback given on plans.
- Feedback given on CfE Reports.
- Staff members are open to discussing their practice sharing with each other and supporting each other, as well as supporting those in training.

#### Our key strengths in this area are

- Sharing practice and making adaptations based on feedback.
- Sharing open and honest discussions regarding our professional development.

#### We have identified the following as priorities for improvement in this area

- Audit school improvement plans to inform next steps. Evaluate regularly.
- Further development of Cluster approach e.g. Literacy/Numeracy Frameworks and Progressions and Improved Reporting Approaches.
- Share good practice within and beyond school, whenever possible.
- Use HGIOS4 to self-evaluate and identify improvements.
- Engage with Professional Update for all teaching staff, enabling reflection.
- Develop Professional Dialogue, in particular, prior to the November Parents' Evening.

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- Develop and refine Quality Assurance calendar with set whole-school focus areas e.g. presentation and handwriting.
  - Build in regular opportunities for moderation of various curricular areas within our collegiate times.
  - Build in opportunities for peer observations.
  - Encourage modelling between stages to increase awareness of what comes 'before' or 'after' the current stage.

#### **4. How do we ensure equality and inclusion, and promote diversity across the school?**

##### **In arriving at these evaluations, we considered the following evidence**

- Meet individual needs; equal access to the curriculum.
- PSA support in class.
- Lessons focusing on different religions and cultures.
- Pupil Voice Groups focusing on Refugees, UNICEF, Red Cross, Democracy, Holocaust Memorial Day, International Women's Day, Martin Luther King and Fairtrade.
- Everyone is treated equally and all are valued.
- Meeting a variety of health needs in a calm, caring and compassionate manner.
- Working with other agencies.

##### **Our key strengths in this area are**

- Everyone is treated equally and all are valued.
- Individual needs are met.

##### **We have identified the following as priorities for improvement in this area**

- Increased awareness of other cultures and customs.
- Become a Dyslexia-Friendly, Autism-Friendly and Nurturing School.
- FairTrade Approach.
- Linking with a school in another part of the world.

##### **Comments from members of our school community**

*"I feel my child has an excellent school. She is getting a fantastic education on a wide selection of subjects. St Combs School is encouraging each student to be the best they can be."*

*"I think St Combs School gives a great welcome and is such a warm, friendly environment for pupils to learn. Pupils are encouraged in their strengths and supported well in their weakness. As a parent, staff are very approachable and welcoming. I feel my child has flourished and school is a "happy" place for them to be.*

*The children have positive and trusting relationships with teachers and staff, creating a very relaxed and fun atmosphere for the children to enjoy learning and have a relaxed and stimulating experience of school life.*

### Challenge and Enjoyment

We:

- ★ are challenged in school.
- ★ are enthusiastic.
- ★ are interested in our work.
- ★ are encouraged to ask questions.
- ★ try to do our best.
- ★ aim to meet our chosen targets to move on in our learning.

### Breadth

We:

- ★ learn and develop our skills across a wide range of topics.
- ★ learn and develop our skills across a wide range of activities matched to how we learn best.
- ★ enjoy learning outside school in the wider community.

### Progression

Through following the 3-18 Curriculum we:

- ★ build on our knowledge and skills each year.
- ★ achieve new things using our knowledge and skills
- ★ continue to meet the targets we set ourselves.

The emotional, physical and social needs of all pupils and staff are met through inclusive and restorative approaches.

### St Combs School

At St Combs School we aim to be:

Confident Individual  
Successful Learners  
Effective Contributors  
Responsible Citizens



Our aims are linked to the Curriculum for Excellence (CfE) Principles.

### Relevance

With staff following the 3-18 Framework, a curriculum, relevant for the 21<sup>st</sup> Century, will be delivered. This will lay the foundation required for future study and, eventually, the world of work.

We aim to promote:

**Respect  
Integrity  
Compassion  
Empathy**

### Depth

We:

- ★ use different skills and ways of working through lots of different activities.
- ★ build on information we already know.
- ★ link different topics together.
- ★ are encouraged to use our research skills to find out information for ourselves.

### Personalisation and choice

- ★ Our teachers recognise our needs and plan lessons which meet our needs.
- ★ Our interests and hobbies outside school are recognised inside school.
- ★ We understand the choices we make affect what we do and are encouraged to make good choices.

### Coherence

We:

- ★ understand what we are being asked to do in our work and our learning outcomes are shared with us.
- ★ understand that we are building on existing knowledge and have a choice of different skills and learning methods to use.



# **At *St Combs School* this session we have been successful, confident, effective and responsible. Here's how:**

## *Successful Learners*

- **Swimming coaching at the new Fraserburgh Community and Sports Centre for P4/5/6/7 pupils (Active Schools)**
- **All staff trained in Child Protection**
- **P5-7 trialled Learning Log Homework, displaying their learning at our Harvest Service**
- **P5-7 trip to Duff House, Banff, to enhance WW2 Learning Experience**
- **P1-4 Road Safety Magic Show at Inverallochy School**
- **SCORE: P1-3 School Visitors and P4-7 SCORE Visit, Peterhead**
- **'P7 Moving on' events throughout year**
- **Takeaway Theatre group visited school to stage 'Robin Hood' pantomime**
- **P6 pupils take part in Bikeability Training Scheme**
- **Children designed their own Christmas Cards and Gift Tags for sharing**
- **P7 Pupils take part in local Rotary Quiz competition at Fraserburgh Academy**
- **All classes visited ALEC caravan in Inverallochy School**
- **Pupils attended Assemblies led by Jamesie (Peterhead) and Lisa (AOG)**
- **Whole School 'Conservation Day' Litter Bugs**
- **After-School various Sports Clubs (run by Active Schools)**
- **Whole School Queen's 90<sup>th</sup> birthday Tea Party (planned, prepared, baked and enjoyed)**

## *Confident Individuals*

- **P7 took part in Transition events, including the Moving On Day.**
- **P1-7 prepared decorations and refreshments for the school.**
- **P5-7 pupils took part in a Doric 'Character' Design Competition.**
- **P5/6 pupils took part in a First Responders Logo Design Competition. P5 pupil was the overall winner.**
- **All pupils involved in Kodaly Singing.**
- **Christmas Concert – tickets/raffle, DVD raised over £1355.11 for school funds.**
- **Easter (P1-4) and Harvest Service (Pupil Voice Groups) for parents and community.**
- **Open Day – three sessions for parents and family members to visit.**
- **Burns Supper organised for over 50s club by P5-7 class.**
- **Out of School successes celebrated on our Tree of Success.**
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## *Responsible Citizens*

- **Elected Pupil Council members meet regularly (once a month).**
- **P7 Buddies for new P1 pupils to aid transition from Nursery.**
- **Pupil Voice Groups focusing on Eco, Global Citizenship and RRS.**
- **Cheque for £109.32 was sent to Poppy Scotland from School and Buchan Ices.**
- **VSO (Nepal) £89.74 and Archie Foundation £70.16 donations.**
- **SPCA visited both classes to raise awareness.**
- **Pupils involved in national tooth brushing project and ChildSmile.**

## *Effective Contributors*

- **Unveiling of pupil artwork in new St Combs Community Hall.**
- **School Choir sang at 'Christmas Lighting Ceremony' in the Village and switched on the lights!**
- **Performances for the local community at Christmas Concert – 'Children of the World'.**
- **School Prize Giving and Summer Service (P7).**
- **Participation in Transition 'Potted Sports' event (P7).**
- **Active Schools Inter-Schools Football League (Term 4 Thursdays).**

## *Other Achievements*

- **Parent Council organised and ran a 'Bag of Books and a Bag of Fun' scheme for P4 and P6 pupils respectively.**
- **Book Fair to coincide with Open Day raised £311.27 in free books.**
- **Parent Council / FOSCSA Christmas and Summer Fairs raise funds for the benefit of pupils.**
- **Community-led, and FOSCSA organised, 'Fish and Chips' Fundraiser for School raised £840 for school funds.**
- **School presented each P7 pupil with autograph book and pen (leaving gift).**
- **Open Day organised in May, with Photo Slideshow of this year's learning.**
- **All pupils involved in 'Quicker Quitties'; our interpretation of 'the Daily Mile' for two terms.**