



**Uryside School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020**



Uryside School Forward

We are pleased to present both our Standards and Quality Report for Session 2018– 2019 and our School Improvement plan for the current session 2019-2020. This report forms part of our quality improvement framework and provides important information regarding Uryside School's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Uryside 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. We consider the following statements when undertaking this work.

- **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 Uryside School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all of our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Kim Dodd

Head Teacher

Our school and context

Uryside School is a rapidly growing Primary and Nursery school serving the town of Inverurie and the surrounding rural area. The school was opened in October 2017 to create provision for the new housing developments on the east of Inverurie as well as the school community previously at Market Place School. There are currently 318 pupils on the Primary roll and 73 in Nursery. The current Head Teacher came into post in January 2019. There are two Depute Head Teachers, one of which was appointed to Market Place School in August 2014 and the other in August 2019. The catchment consists mainly of established and newly developed private housing, social housing and the farming community. There are currently 2 Nursery classes and 16 Primary classes, all of which are straight year groups. The staff consist of a non-teaching Head Teacher, 1.6 Depute Head Teachers, 0.6 SfL teacher, 14 full-time permanent class teachers, 2 probationer teachers and 3 part-time teachers. Visiting Specialist staff in PE, French, Drama, Intervention and Prevention teacher and a Pupil Support Worker work closely with class teachers, as do our partners from EAL, SaLT, Language Outreach, CAMHS, Educational Psychology, Social Services and the School Nursing service. The school is supported by 1 part-time administrator, 1 part-time clerical assistant, 1 full-time and 3 part-time Pupil Support Assistants, 1 part-time janitor, catering staff and 4 cleaners. The collegiate ethos between staff is positive despite an extensive period of change in recent years.

The new building currently offers us very generous accommodation. Currently there are 16 classrooms in the Primary in full-time use, allowing plenty of scope for additional classrooms and break-out spaces to be used as additional shared spaces. Specialist teachers and visiting specialists are able to use separate accommodation, as is the SfL teacher. The attached Nursery accommodation allows the children there to play a full part in the life of the wider school whilst still being able to maintain their autonomy and increased security. Communal space is generous but supervision of the outdoor areas is challenging due to the size, layout and the restricted number of support staff allocated to the school.

Values that underpin our work and what do we aim to achieve for our children/pupils

Our School worked together (Parents, Pupils and Staff) to create our vision and values shown below. These are now exemplified daily across the school through our curriculum, pupil opportunities and whole school assemblies. We aim to have high standards and encourage children to “do their best” to be a valued member of the community. We use the language of the values in almost all interactions with pupils. We use them in most of our interactions with parents and they are regularly referred to when we are in collegiate and development meetings. They are well known by all who are in the school on a daily basis. All staff have the vision and values on their lanyards and refer to them frequently with individuals and groups.

Vision

‘Working together, learning for life’

Our vision is for all pupils to thrive in our happy, safe, inclusive and nurturing school environment, not only academically but as confident individuals ready to actively grasp and follow their dreams in the future.

Values

‘Uryside pupils are: - supported, kind, resilient, growing and challenged’

- **SUPPORTED**
Everyone Working Together – we include and support each other every step of the way.
- **KIND**
Showing kindness – we care for each other. We are polite, respectful and listen to each other.
- **RESILIENT**
Learning from our mistakes – I will try again! I am learning!

- **GROWING**
Learning for life – developing the skills for learning, life and work.
- **CHALLENGED**
Doing our best and aiming high - we challenge ourselves.

Ethos

Uryside School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future. Uryside School is a caring and inclusive school. Children, staff, parents and the community are valued as individuals, and achievements are recognised and celebrated. When the children of Uryside leave the school, they know how to learn, they thrive on challenge, they are ambitious, they have high self-esteem and know how to make the right choices as responsible citizens. Uryside strives for excellence and actively welcomes and values the contributions of children, parents, staff and the wider community.

The school received £28,800 Pupil Equity Fund money from the government. This money is intended to support activities which are planned to reduce the so-called attainment gap between areas of deprivation and more affluent areas. SIMD data for this area is incomplete due to ongoing house building. We know our children and their circumstances well. We make a point of getting to know parents of new families and their 'story'. Most have not moved from within the immediate locality and do not have established connections within the school. All relevant information is shared with staff and there is a good understanding of the demographic circumstances and needs of the pupils overall. Targetting of funding is based on this information, partner agency information and free school meals data.

We have focussed this resource on developing maths learning across the school through the introduction of the Maths Mastery approach and to also develop a whole school science programme with resources. Individual needs are also targeted through the temporary additional PSA resourcing.

Strengths of the School:

- Across our school and nursery there is a positive ethos and a nurturing environment which support positive relationships and learning.
- Teamwork of staff which leads to positive relationships and a calm and respectful environment for all.
- All staff are committed to continual improvement and taking forward initiatives to improve learning, teaching and school and staff development.
- Staff have fully embraced the new tracking and monitoring system, creating termly class learning newsletters, maths development work to ensure progress and achievement by all pupils.
- Children have a strong voice and take on roles to improve aspects of the school through our Pupil Council and periodic Pupil Forum meetings.
- Most of our children take part in cultural, sporting or social activities either in school or at home.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018-19.

Priority 1	Increase Attainment in Mathematics
Progress	All staff received Maths No Problem training and delivered the programme to all pupils in P2-7 during the 2018/19 academic year. Throughout the year there were opportunities for mentoring, modelling and lesson observation to support the programme.
Impact	SNSA results. The results in maths show an improvement across the school. Pupil voice. Pupils from P2-7 expressed improved attitude to learning in maths. Regular tracking and monitoring recording, feedback and meetings, parents and learning observations support our staff in understanding and use of data to raise attainment. Teachers report high engagement levels in this area. Greater variety on learning strategies.
Next steps	Continue to embed the programme in P2-7 and introduce the principles of the programme in P1. Develop team teaching methods in teaching maths throughout the school. Extend peer observation and self-reflection to continue to develop skill and confidence in this programme. Work towards national status as a Maths Mastery accredited school Continue to develop consistent approach to planning and assessing Numeracy and Mathematics across the school.

Priority 2	Develop consistency in Learning and Teaching of Writing Across the School and Increase Attainment in Writing across the school
Progress	A writing progression was developed with staff and a staged calendar of assessments was put in place. Moderation meeting calendar was created. Tracking calendar created and strategies developed to support those identified as not meeting their targets. Work done with staff on moderation of writing to create a collective understanding of what a piece of writing in specified piece of writing looked like at each level.
Impact	Nursery staff attended Emerging Literacy Training and implemented this in class. Greater staff confidence when assessing pieces of writing. Greater awareness of tracking, monitoring and moderation. The emphasis is on the quality of learning and teaching, aiming for clear links to quality indicators and improvement plan priorities.
Next steps	Improve teacher accuracy and confidence in judging the level of specific writing assessments Via collegiate planning and assessment (both horizontally and vertically), improve consistency of levelled judgments.

	Focus on reading linked to writing through a more cohesive literacy programme. Daily free writing practice to increase fluency, creativity and pupil confidence.
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Priority 3	
Development of Uryside Curriculum	
Progress	<p>Curriculum Rational development has been started and work will be ongoing in this area going forward. Positive Behaviour Policy has been updated in consultation with staff, parents and pupils, introduced to the school in April 2019.</p> <p>Due to the changes in leadership, this process stalled during the first half of the school year. This was picked up by the new Head Teacher and gaps in the understanding of curriculum design were identified. Preparatory work was undertaken with staff working in development and stage groups to construct an interim model for 2019-20.</p>
Impact	<p>Greater awareness of the importance of a balanced curriculum via discussion and inputs at collegiate meetings. Collegiate groups formed to work on specific areas of curriculum development – Literacy – special focus on reading - and Health and Wellbeing.. Individuals and pairs have asked to lead on development of specific areas of development for their own professional development – Music, Art, 1+2. They will be guided and supported to achieve this.</p>
Next steps	<p>The development of a curriculum map will be one of the key focuses for 2019-20. Curricular and stage groups will work together to articulate the curriculum vertically and horizontally. Programmes for wider learning eg performance, enterprise, outdoor learning will be developed across the school to ensure pupils get a balanced experience through their primary years. Ensure core areas of numeracy and literacy are integrated into IDL where possible. Increase opportunities for personalisation and choice. Continue to consider the wider community to inform how our Curriculum can be linked to our local community in a real and meaningful way. Further embed Restorative Approaches – include in Inservice Days in August so all new staff aware of policy and procedures within school. Review Behaviour Policy with all stakeholders. P4-7 Pupils / Classes to be added to My World of Work and CTs invited to engage with it and link with Community Afternoons in terms of developing Skills for Learning, Life & Work.</p>

1.3 How good is our leadership of change?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

The school engages in a self-evaluation process involving all stakeholders, encouraging pupils to contribute responsibly to decision making and school improvement. There is commitment to improvement and to the school values. Staff are committed to taking lead roles in the current school improvement initiatives such as developing science programmes of study and whole school focus on the development of teaching maths.

- Staff at Uryside School are reflective and keen to improve the school. They know what we need to do to achieve that because they evaluate the quality of their work and the impact of changes. Staff have engaged with HGIOS 4 to evaluate the work of the school against quality indicators.
- Parents find staff approachable and are supportive of their concerns or ideas.
- Pupil voice is a feature of the school's approaches to self-evaluation. Children give their views about the school through the pupil council, pupil forum, assemblies and contributions to their annual progress reports. They take responsibility for improving aspects of the school e.g. the pupil council raised money to improve playground equipment, groups of pupils supported collaborative play during breaks, gardening club wrote to a number of local companies to support them to create and develop the new garden area.
- Pupils feel confident to lead initiatives. For example,, a group of pupils raised a petition to encourage improvement in school lunches.
- HGIOS?4 has been introduced and we are developing the use of relevant Quality Indicators to inform monitoring and evaluations.
- The monitoring of tracking and related conversations identify next steps. The emphasis is on the quality of learning and teaching, aiming for clear links to quality indicators and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open afternoons and evenings, comments, surveys, etc.
- Staff engage with career long professional learning (CLPL) opportunities through Aberdeenshire Council (ALDO). Leadership roles are encouraged and taken on by a range of staff e.g. Science, Pupil Council, Organisation of Special Events, Numeracy development, staff working groups (differentiation, tracking and planning); staff development procedure (PRD) is implemented as per GTC guidance, and time allocated for staff to update and review professional learning.
- New school vision and values have been developed in partnership with parents and staff of the school community. This will be further refined with consultation.
- New Head Teacher is post. Re-defining of the role of the Senior Leadership Team.

How do we know? What evidence do we have of positive impact on our learners?

- SNSA results. The results in maths show an improvement across the school.

- Pupil voice. Pupils from P2-7 expressed improved attitude to learning in maths.
- Regular tracking and monitoring recording, feedback and meetings.
- Parent feedback.
- Learning observations.

Identified priorities for improvement:

- School will start working in triad as part of “Towards a Self-Improving School System” focusing on improving self-evaluation systems in school.
- Use of How Good Is OUR School? To further engage pupils and parents in the on-going evaluation process of the school.
- To further develop and increase staff leadership at all levels in order to improve outcomes for learners.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge.
- Coordinated consolidation of approaches in maths to build upon early successes
- Expansion of pupil leadership opportunities.
- Expansion of staff and community leadership opportunities.
- Expansion of moderation activities horizontally and vertically across the school.
- Creation of clear curriculum map to ensure full coverage across the school.
- Focus on 1.3, 2.3, 3.1 and 3.2 in first year. A 3 year cycle to be agreed to ensure consistent and proportionate coverage going forward.

2.3 How good is our learning teaching and assessment?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information

Level of quality for core QI: 3

How are we doing? What’s working well for our learners? What are the features of effective practice in our school?

- Introduced moderation of writing assessment across the school.
- Framework created for assessment of writing.
- Assessment calendar agreed.
- Systematic observation programme initiated with agreed focus on success criteria and challenge.
- Maths No Problem system introduced to ensure progression and breadth in maths.
- Attainment meetings held regularly between teachers and SLT.

How do we know? What evidence do we have of positive impact on our learners?

- Parent feedback.
- Pupil voice feedback.
- SNSA results in maths.
- Tracking and monitoring.
- Classroom observation of learning.

What could we do now? What actions would move us forward?

- Creation of holistic assessment rubrics for writing.
- Creation of formal assessment folder and calendar for all literacy and numeracy areas for all stages of the school.
- Introduce standardised assessments at P3 and P6 in order to identify gaps and measure impact of interventions and curricular changes. .
- Peer observation and self-evaluation formulae to be developed and introduced.
- Introduction of progressive linked writing and reading programme for whole school.
- Introduction of structured collegial planning linked to team teaching across stages.
- Creation of clear curriculum map to ensure full coverage across the school linking curricular areas.

- Link early level maths to Maths No Problem.
- Cluster development of maths mastery, with specific focus on challenging the most able learners. Pupils to be trained to talk confidently about their own learning, share their progress and identify their own next steps. Development of 'This is US!' (Uryside School) Learning Statement.
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- Following a School Improvement Visit in September 2019, feedback was agreed as an additional focus for observation, peer observation and support activities.

3.1 Ensuring wellbeing, equality and inclusion

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: 3

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Pupils report feeling included and part of the school. This is exemplified by positive discussions during pupil forum meetings which are recorded.
- Parents report that their children feel safe and cared for in our school. They also highlight that the teachers and other staff know their children. This comes from evaluation following events, survey information and verbal feedback at meetings and casual interactions.
- Visitors comment on the welcoming atmosphere and ethos of the school.
- All pupils have access to all experiences equally within our provision.
- Discreet provision made for pupils who come from less advantaged backgrounds eg availability of snacks, grants for trips, identified adults to speak with, adaptations to curriculum and school day.
- Rigorous recording of ASN support and needs. Good partnership working with partner agencies, support services, families and staff.
- Our limited ASN teacher and PSA support is targeted according to greatest need.

How do we know? What evidence do we have of positive impact on our learners?

- Support for Learning teacher has established effective assessment protocols. Impact is regularly reviewed and plans amended accordingly.
- SNSA data. The annual ASN annual pupil needs analysis here, as that will identify need and should lead to support being in place. CP training for all staff (annual update).
- Parent feedback and pupils voice.
- Increase in pupil-initiated improvement. For example, involvement in improvement to school lunches that impacts the whole of Aberdeenshire, pupil talent assembly, pupil led playground activities.
- Creation of parent ASN support group.
- Tracking and monitoring data and feedback meetings between class teachers and SLT.

What could we do now? What actions would move us forward?

- Review of ASN referral process.
- Secure additional PSA support to target identified pupils.
- Improve liaison between class teachers, in school support and partner agencies.
- Cluster moderation of ASN levels to better identify need and allocate resources available.
- Broaden range of provision to personalise experiences better eg outdoor learning.
- Create nurture strategy within the school. Align Health and Wellbeing Es&Os with SCARF and other school resources

3.2 Raising attainment and achievement

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 3

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Pupils report feeling included and part of the school
- Parents report that their children feel safe and cared for in our school. They also highlight that the teachers and other staff know their children.
- Visitors comment on the welcoming atmosphere and ethos of the school.
- All pupils have access to all experiences equally within our provision.
- Discreet provision made for pupils who come from less advantaged backgrounds eg availability of snacks, grants for trips, identified adults to speak with, adaptations to curriculum and school day.
- Rigorous recording of ASN support and needs. Good partnership working with partner agencies, support services, families and staff.
- Our limited ASN teacher and PSA support is targeted according to greatest need.

How do we know? What evidence do we have of positive impact on our learners?

- Support for Learning teacher has established effective assessment protocols. Impact is regularly reviewed and plans amended accordingly.
- SNSA data.
- Parent feedback and pupils voice.
- Increase in pupil-initiated improvement. For example, involvement in improvement to school lunches that impacts the whole of Aberdeenshire, pupil talent assembly, pupil led playground activities.
- Creation of parent ASN support group.
- Tracking and monitoring data and feedback meetings between class teachers and SLT. Weekly newsletter and monthly pupil newspaper celebrate our learning successes.

What could we do now? What actions would move us forward?

- Review of ASN referral process.
- Secure additional PSA support to target identified pupils.
- Improve liaison between class teachers, in school support and partner agencies.
- Cluster moderation of ASN levels to better identify need and allocate resources available.
- Broaden range of provision to personalise experiences better eg outdoor learning.
- Create nurture strategy within the school. Implementation of Seesaw pupil profiling platform to allow sharing of learning with families. Collaborative planning and team teaching to be expanded. Create passion for reading and link this to the writing process to increase attainment in both.
- Reference made to Aberdeenshire and national benchmarks in planning and assessment.

3.3 Increasing Creativity and Employability

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, School improvement, Performance information

Level of quality for core QI: 3

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Cluster approach to skills for learning, life and work has been developed by a cross-cluster working group and rolled out within all schools. Within classrooms, the six skills have been identified and displayed for pupils. Pupils are beginning to identify the skills and how they link to learning and their relevance to life.
- Parents and pupils were consulted in the development of the six skills. The Cluster In-service and DYW twilight ensured there was a shared understanding and approach to careers education, Enterprise and the DYW agenda.
- P5 Careers Day
- Young Engineers Car Competition

How do we know? What evidence do we have of positive impact on our learners?

- Learners are engaged in a number of opportunities for collaboration with other schools – careers day, Young Engineers competition- and in our own school - Poppy Tea, Daffodil Tea, school show, organising whole school disco, Christmas Fair, fundraising for charity, talents assembly – which allow them to show their transferable skills.
- Pupils engaged in a variety of engagements with partner businesses linked to learning eg CHAP homes, visiting engineers, local businesses, parents engaged in job talks.
- P5-7 pupils gathering and recording evidence of transferable skills in their profiles.
- P7 have engaged with DYW website.
- P7 volunteers engaged with recruitment process – application, interviews, contracts.
- P6 engaged with House Leadership process. Hustings involving all pupils from P3-P6.

What could we do now? What actions would move us forward?

- Re-establish the DYW working group
- Each school to organise a World of Work Day/Week
- Whole school home learning challenge
- Embed the skills within teaching and learning
- Engage parents in career education standard
- Building on community links
- Expansion of pupil and staff leadership opportunities

PEF 2018/19

Identified gap	School Attainment June 2017 showed that only 48% of pupils at P4 were achieving appropriate levels in Maths.
Expenditure	Maths No Problem
Expected outcomes	The proposal was to adopt a Maths Mastery approach. The consensus of staff was to purchase Maths No Problem resources and training to support this. This purchase allowed maths to be supported for all pupils from P2-P7. Our aim was also to engage children more readily in maths.
Impact Measurements	School and SNSA data gathered throughout the year identified that the approach was improving attainment. Pupil feedback established a greater level of engagement in maths and teachers reported a higher level of engagement.

PEF 2019-2020

Identified gap	<p>In 2018/19, we identified maths as an area for focussed improvement. In June 2017, data showed that only 48% of P4 pupils were achieving appropriate levels in maths. By November 2018 this had risen to 85% for this cohort. These statistics are based on teacher judgement. In 2019/20 we will institute summative assessments to confirm these. We will continue to embed Maths No Problem and extend the methodology to P1.</p> <p>To target our identified PEF pupils, we have identified the need for additional support in the form of an additional PSA. This additional resource will be able to support nurture work every morning as well as target attainment gaps. They will also ensure engaging opportunities are provided out with the classroom.</p> <p>In session 2018/19 PEF allocation was used to purchase Accelerated Reader for P3-7 pupils to raise attainment in writing and reading. Data from 2017-18 showed that 70% of pupils at P4 were currently achieving appropriate levels in reading, which then dropped to 55% for writing. When reviewing data for 18/19 data shows that for P4 69% of pupils were achieving the appropriate level in reading which shows stability. This data is very reliant on professional judgement with very little standardised data being available. We decided not to renew the licences for 2019-20 as we felt Accelerated Reader was not showing impact and leading to surface rather than deep learning.</p> <p>Our most vulnerable families have a high representation in P3. We have also identified through attainment data and professional judgement that our attainment dips in the core areas at P4. For this reason, we will be targeting P3 for intensive additional support this session. To measure impact we will use GL NGT tests baseline and at the end of the year to measure impact.</p>
Expenditure	<p>PSA x 32 Hours Maths No Problem resources NGRT GL Assessment x 149 Additional reading resources for identified readers Outdoor learning training Resources for Nurture</p>
Expected outcomes	<p>We will continue using Maths No Problem to raise attainment in maths. We need to purchase additional resources for the new classes and to develop maths in P1 .</p> <p>In order to back up professional judgement of pupils we would purchase GL NGRT assessments. This will provide us with the ability to assess pupils in reading and provide individualised targeted support for individual pupils in order to raise attainment. Through this we will be able to identify the gaps and barriers to learning and provide the right support to raise attainment.</p> <p>A higher level of support for vulnerable pupils will allow them to access the curriculum more easily and will support raising attainment and engagement with this group.</p> <p>The additional PSA resource will also allow for specific Nurture inputs where appropriate.</p>

Impact Measurements

We will use the data from NGRT to measure improvement in reading. We will track target pupils to support achievement level in P4.

We will measure inappropriate behaviour incidents and attendance data.

Investigate wellbeing tracking systems to measure impact of interventions over time.

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.

Key priorities for session 19-20

Priority 1 - Develop a more consistent approach to planning of Learning, Teaching and Assessment in Reading

Priority 2 – Development of leadership at all levels within the school

Priority 3 – Development of a fully articulated curriculum for Uryside School.

Wider Achievements - Memories are made of this:

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits. Wider achievements are recorded in the 'Golden Book' and there is a monthly achievements assembly. The weekly newsletter and monthly pupil newspaper records and celebrates our successes and achievements

Pupils in our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

The school supported Comic Relief through the pupil council organised a dress down day

This session we have had many different opportunities in order to promote the wider curriculum.

Pupils have benefited from extra curricular clubs and activities including Basketball, Multi-sport club, Dancing and Gardening Club. These have been run by staff and parents.

All of our classes took part in Enterprise Activities including the opportunity for Parents/ carers and extended friends in the community to engage with the school supporting pupils to engage with engineering and houses and homes projects. All pupils participated in a variety of performance and entrepreneurship activities such as the Hallowe'en and Spring discos, Poppy and Daffodil teas, Nativity and Senior show.

All pupils from P4 took part in the STEM engineering challenge and eight pupils went on to represent the school at Meldrum Academy. One of the Uryside teams came first – much to the delight of all in the school community.

Some of our primary 7 pupils took part in a Rotary Quiz. They competed against the other schools in our cluster and represented the school very well.

Pupils from our upper stages engaged with Manga Maths and were very enthusiastic about this learning opportunity. Some of our pupils were exceptionally well placed nationally. Upper stages pupils also regularly compete in the Scottish Mathematical Challenge where bronze and silver certificates have been presented to pupils at Uryside School.

Our Primary 6 pupils enjoyed a 3 day trip to Alltnacreich and our Primary 7 pupils took part in a residential week in Yorkshire. They all had a thoroughly enjoyable experience and developed a lot of life skills.

Wider Community Links

We are fortunate to have good links with a local youth pastor, Graeme Smith, who comes into school regularly to deliver Bible Alive which is well received by all the pupils.

The school has links with a number of local businesses and organisations such as local estate agents, Chap Homes, Barrett Homes, Barra Berries and the local Men's Shed who support the school both with curricular enhancements and practical support.

We are regularly visited and supported by the local community for school events such as our annual Poppy Tea and Daffodil Tea. Parents and community members support the school with cultural experiences such as Chinese New Year which give our pupils a greater understanding of the cultures represented within our community. Our Parent Forum, pupils and staff led the successful Christmas and Spring Fayres which not only generated funds for the school but also brought the community together.