

**Strengths:****Rationale and design**

- While the entire school community has been involved in formulating a new vision, values and aims statement, they now need to use this to develop a more coherent rationale for taking the curriculum forward.
- Children benefit from a broad educational experience which encompasses all curricular areas.
- Staff are working well using the experiences and outcomes to facilitate children's learning in all curricular areas.

**Courses and programmes**

- Clear courses and programmes are now in place for writing and numeracy which give due focus and balance to all the experiences and outcomes.
- Through programmes in social studies and HWB children have developed their knowledge and understanding in tackling sectarianism, bullying, friendship and, feelings and resilience issues.
- RE focuses primarily on Catholic Christianity but does allow children to become aware of other world religions such as Islam and Judaism.
- Global citizenship – pupils have been involved in supporting a former pupil who is involved in a house building project in India.
- Enterprise – children have opportunities to make and sell items as part of the school's enterprise initiatives.
- Children's experience is enhanced and enriched by the input of visiting specialists in music and physical education. Children are particularly positive about their experience in music.
- Children are learning French from P6 onwards and are making appropriate progress within an experience which encompasses listening, talking, writing and reading.

**HWB**

- The school makes good use of relevant data to inform the development of its health and wellbeing programme. The school makes good use of partners to support and enhance children's learning about aspects of health and wellbeing. For example the Community police officer delivers internet safety sessions and the oral health worker improves children's skills to take responsibility for their own dental care.
- Staff are using the experiences and outcomes to plan health and wellbeing education for individual classes.
- A number of topics within social studies has provided the focus for learning in other curricular areas such as HWB, technology, science and expressive arts.

**Development of the curriculum**

- Staff have developed a more consistent and comprehensive approach to writing and similar work is currently ongoing with reading and numeracy / mathematics/ mental maths.
- Developments within the curriculum include a new approach to RE focussed on the This is our Faith materials.
- Eco – school has been successful in gradually progressing it's work on sustainability and environmental issues through their successful green flag awards.

- The school has developed a more consistent, creative and varied approach to homework and has involved parents in the development of this new approach.
- Staff have identified the need to pull together a more coherent approach to progressing children's HWB and this will be taken forward next session.
- Staff are currently in the process of developing a more progressive programme of experiences in ICT.
- Visiting teacher in physical education has put in place a progressive framework for developing children's skills in physical education giving due consideration to the experiences and outcomes.

### **Transitions**

- Transition arrangements are well planned, with clear programmes of events in place from P6 for those moving to high school, enhanced transition for those with ASN to secondary school and improved arrangements for those transferring into P1 from local nurseries.
- Staff have made very good links with secondary specialist colleagues and other cluster schools to enhance the quality and effectiveness of the transition experience.

### **Aspects for development:**

#### **Rationale and design**

- Staff should create a rationale and design for their curriculum which will enable children to fully access and overtake the school's vision, values and aims. A high level strategic curricular map of how curricular developments will be both planned and managed over the next few years will be crucial in helping all stakeholders to see how the quality of provision is being improved over time.

#### **Development**

- Staff should reflect more on the four contexts/ aspects of learning and what that will look like for children at each stage on their school experience.
- There is scope for the curriculum to promote children's achievement more consistently at all stages.
- IDL – the school needs to continue to monitor and reflect on its approach to the planning of IDL with the aim of helping children to deepen and challenge their understanding of links between and across different aspects of their learning.
- Various approaches (maths) to planning require to be implemented more consistently.

#### **Courses and Programmes**

- Science and Technology – children do not currently experience regular enough opportunities to extend their knowledge and skills in these areas. The whole school should give further thought to planning the learner journey across all curricular areas mapped against the four contexts for learning and including all stages.
- The school is aware of the need to create a whole school plan for the delivery of a health and wellbeing programme which takes account of the needs of the community. This needs to ensure progression in knowledge and skills development for children across all stages.
- Outdoor learning – while children are increasingly more often being given the opportunity to learn outside there is scope for a clear policy for outdoor learning and how children's experience will be progressed across the stages.



- Games legacy – there is potential for the school to plan learning experiences across the curriculum which link in with the Commonwealth games legacy for Scotland.
- PE - school does not yet offer all children 2 hours of PE weekly in line with national expectations.
- Dance – as yet there is no clear plan for how the school will progress children's experience, skills and understanding of dance out with a block of Scottish country dance as part of the PE programme.
- Potential exists to work more with the school's partners to further develop the planning of the curricular experience.
- Develop a clearer framework of how to Integrate the planning of assessment to include focussed assessment tasks which build a more complete picture of children's progress and illustrates aspects of breadth, challenge and application in learning and implement it.