

**Primary stages****Strengths:****Rationale**

- Teachers are clear that the curriculum should be designed to meet the needs of all children and take account of the four contexts of learning and entitlements. They are aware of their responsibility of all.

**Programmes and courses**

- Overall, the curriculum is broad and supports children's development of skills and knowledge across different curriculum areas. Staff are confident using the experiences and outcomes to plan children's learning. They regularly review and refresh the curriculum as they work hard to develop and deliver Curriculum for Excellence. Staff are increasingly planning active learning which is enjoyable and relevant to children. Children learn within a context. Staff are creating more opportunities for personalisation and choice in children's learning. Increasingly, children are given opportunities to make choices in the course of lessons and to employ preferred learning approaches
- Staff have focused on developing their approaches to interdisciplinary learning and deliver most subject areas through this approach.
- Children's awareness of diversity and equality issues are developed through aspects of the school's RME, social subjects, health education, themed assemblies and Fairtrade work. There are appropriate arrangements for Religious Observance and this is supported well through links with the school chaplain. The older children also hosted a Fairtrade event which encouraged healthy living, equality for all and developed knowledge and awareness of sustainability issues.
- Good use is made of the local community to enhance and enrich learning, including visits from a lighthouse keeper and local historians.
- Parent council are active in fundraising that helps improve curricular experiences for children, for example, raising funds for the nine week Forest Schools project.
- Children now have two hours of quality PE each week. Children study French from P5 to P7. All children benefit from the recommended two hours of physical education each week. There are productive links with the Active Schools coordinator to ensure further opportunities for children to develop skills in physical education.
- Outdoor learning in the constantly improving school grounds is developing well and enriching learning experiences. Learning experiences are enriched by children's participation in a growing range of educational excursions and a few parents and children would like more outings.
- A weekly youth club is run by parents and is open to all children.
- After-school clubs are aimed at older children mostly provided by Active Schools and offer sports, for example, shinty and football.
- There is a well organised range of events and visits for children moving from P7 to Campbeltown Grammar School. Additional time is given to provide children with more time to adjust who have been identified as needing more support in making the move. Staff from the secondary visit and meet with the children throughout the year.

**Aspects for development:**

- Review programmes to ensure progression across all subject areas, ensuring the design principles are becoming embedded with particular emphasis on coherence.
- Proceed with plans to audit the health and wellbeing programme.
- Children need to use a wider range of ICT more effectively and regularly to support their learning.
- Continue to develop approaches to assessing breadth, challenge and application of learning.