



Abercromby Primary and Nursery Standards and Quality Report

Session 2018 - 2019





Introduction

In line with Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge and Clackmannanshire Council Education Service's 'Big Goals', we are committed to achieving excellence and equity – raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners.



Our Ambition

That, Abercromby Primary and Nursery is the best place to learn. We want our learners to experience the best education possible, which will equip them with the essential, skills, knowledge and attributes for lifelong learning, work and life in an ever changing modern world.

The Standards and Quality Report for 2018 - 2019 is a summary of the performance of our school and nursery with specific reference to the priorities we set ourselves in May 2018. The report also highlights planned next steps to ensure progress. We have an agenda of continuous improvement which can only be achieved through working with all our stakeholders.

Overall the school has made very good progress in achieving its objectives over the past year.

This report has been informed by:

- Assessment – formative (on-going, teacher professional judgement) and summative
- Monitoring of tracking and attainment throughout the school
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Self-evaluation/Feedback – pupils, staff and parents
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings
- Feedback from an Authority Reading Review in April 2019



Our Context

Abercromby Primary is a non-denominational school serving the catchment area to the south of Tullibody. The current school was built in 1951, the first post-war school of its kind in Clackmannanshire. The school is part of the Lornshill Cluster and most of our pupils transfer to Lornshill Academy at the end of Primary 7, although some pupils go on to St Modan's High as a matter of choice.

Abercromby Primary and nursery currently has a roll of 453 pupils, which includes 88 children in the nursery.

This will be our last session in the current Abercromby Primary building as we are moving to a new location within Tullibody South Campus. The campus has been constructed within our existing school grounds. We will share the campus with St Bernadette's Primary, the newly formed Tulach Nursery, which will provide all year provision and a community library. This is an exciting time for our school and community. We are looking forward to working collaboratively with our partners and making the most of the opportunities afforded by the super facilities, which will support excellent learning and teaching, in the modern world. Tullibody South Campus will open its doors in August 2019.

We aim to provide the highest quality learning and teaching experiences which will ensure positive outcomes and raised attainment for all of our learners.

Our staff team are committed to taking the school forward on a journey of continuous improvement through critical reflection, and rigorous evaluation of our work, ensuring best practice. There is a strong commitment to professional learning across the school and nursery, with all members of staff engaging in school, authority and school professional learning, with some staff currently undertaking Masters at Stirling University.



Our Vision, Values and Aims

'Believe You Can Achieve'



At Abercromby Primary School and Nursery we have high aspirations for all of our learners. Our shared Vision and Values underpin all that we do and have a high profile within our whole school community.

We work in an inclusive way and believe in promoting positive life chances for all. In putting children first, we aim to meet the needs of the children in our care in a holistic and nurturing way. We actively seek to be innovative in our approach to providing the best educational experience for our learners in an active and stimulating environment, where children are motivated and challenged to reach their full potential. We aim to ensure that learning is relevant, engaging and fun.

We continually promote and uphold our **school values** of:

Ambition	have high expectations of yourself
Respect	good manners, consideration and kindness for others
Determination	try everything and don't give up
Teamwork	together everyone achieves more
Honesty	be true to yourself and others

In carrying out all aspects of our work, we **aim** to:

- provide a supportive, reflective and developing environment to ensure that each child has the opportunity to reach his or her potential through the provision of high quality learning and teaching.
- ensure there is a positive welcoming and inclusive ethos where everyone in the school community is valued and has a voice.
- build nurturing relationships with the children and work effectively in partnership with parents/carers, outside agencies and the wider community to ensure we get it right for every child.
- improve our children's health and wellbeing by building their confidence and self-esteem, promoting healthy lifestyles and by developing in them consideration and respect for others, tolerance and resilience
- equip our children with the skills, knowledge and attitudes they need to build a successful future for themselves and make a positive contribution to society.

We believe that by fostering these principles, we can improve our service and provide the best possible experiences for our children.



We pride ourselves on being a welcoming and nurturing school, where staff, pupils and parents work in partnership together and everyone is valued.

Our school has a strong positive and inclusive ethos which promotes good behaviour, courtesy and effort. These qualities are regularly rewarded by the presentation of certificates, badges and other awards. Strong emphasis is put on celebrating success, recognising wider achievement, raising attainment and on personal improvement and self-belief. We encourage our learners to aim high, set high standards for themselves and be ambitious about their future.

Pupil and staff achievements are regularly celebrated at our monthly 'Superstar Assemblies', attended by parents, extended family and friends and at our Special Celebration Assembly, at the end of the school session, where achievements are celebrated in the broadest sense. These include awards for both, individual and team efforts, including outstanding academic achievement, hard work, effort and perseverance, linked to Growth Mindset, various skills and qualities, sports awards, and recognition and celebration of the hard work, success and commitment of our young leaders and teams.

Celebration of our learning and achievement is shared regularly on Twitter, Dojo, Facebook and Newsletters.

We were extremely proud when our Developing Young Workforce Curriculum (DYW) was recognised nationally, first of all by the **Royal Society of Edinburgh** at a national conference in January 2019 and secondly at **The Scottish Education Awards 2019**, where we were nominated as finalists (top 3 in this category) for Employability and Creativity Skills Across Learning. This was a major achievement for our school community of which we are very proud.

Abercromby Primary and nursery have developed a culture, where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. Individual teams and RACI groups have driven forward initiatives and developments which have had a positive impact on learners' progress and achievement. There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. This year learners have had opportunities to take on responsibilities such as prefects, house captains, sports leaders, school bank team, buddies to younger children, curriculum buddies, WOW/Eco work, school improvement projects, young janitors and young reporters.

There have been pupil representatives on the Tullibody South Campus Stakeholders Group for the new school. These pupils have been very much involved in the decision making process and reporting back to their peers following meetings.



Our Key Priorities for Improvement 2018 - 2019

Priority 1 Leading learning and improving pedagogy and equity, through whole school participation in the Tapestry Professional Learning Programme.

Priority 2 To improve literacy, in particular reading, through engaging with the Clackmannanshire Equitable Literacy Programme.

Priority 3 To review and update our Positive Behaviour Policy to support and reflect changing practice in the school

Priority 4 Increase Parental Engagement at Abercromby Primary, building on existing practice, to ensure that parents are informed, included, have a voice, are supported and fully involved in their child's learning and the life and work of the school.

Information in the following tables describes actions taken and progress we have made towards these goals

School Priority 1 : To improve Learning and Teaching through staff participation in the Tapestry Professional Learning Programme	
NIF Priority : Improvement in attainment, particularly in literacy and numeracy.	HGIOS 4 QIs 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Progress and Impact	
	<ul style="list-style-type: none">Copies of Dylan Wiliam's book were purchased for all staff to launch the programme. This has been an essential resource for staff allowing them to engage in this professional learning.Staff at all levels have engaged with the Tapestry Programme throughout the session. This has taken the form of SMT, TLC Leaders and 2 Learning Assistants attending all Local Authority Tapestry Learning Sessions. This has enabled TLC Leaders to deliver sessions effectively to the staff team at school. This CLPL has been delivered through a series of workshops.Following the Introductory Session and subsequent workshops teachers and learning assistants have commented that they had a better understanding of the Tapestry Programme and its aims. Feedback has been positive and staff have made the most of time set aside for personal reading, reflection on practice and completion of personal log books.Teachers are thinking more about the impact of formative assessment and are implementing new strategies within their practice.Teachers are focusing more on how they use learning intentions, success criteria and questioning in their own practice and have been successful in implementing these more effectively in their classrooms.Resources have been purchased to support implementation of the 5 strategies within the programme. Packs of resources have been distributed to each class teacher.Quality Assurance visits by SMT and TLC leaders have been carried out and there has been an improvement noted with regards to Learning Intentions and Success Criteria in some classes.
Next Steps:	
<ul style="list-style-type: none">To ensure that Learning and Teaching is consistently good through continued engagement with the Tapestry Programme and improvement of pedagogy, with a particular focus on learning and teaching of reading through the Equitable Literacy Programme	

School Priority 2: To improve literacy, in particular reading, through engaging with the Clackmannanshire Equitable Literacy Programme.	
NIF Priority : Raising attainment in literacy To close the attainment gap between the least and most advantaged learners	HGIOS 4 QIs 1.2 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
NIF Drivers: Teacher professionalism School Leadership Parental Engagement Assessment of Children's progress School Improvement Performance Information	
Progress and Impact	
<ul style="list-style-type: none"> • All teaching staff attended CLPL Sessions on Equitable Literacy led by Professor Sue Ellis from Strathclyde University. Staff also attended sessions with other colleagues across the authority within levels – Early- First – Second. • HT attended additional sessions for school leaders. This included networking with HTs from other authorities where this approach to reading has had a positive impact on attainment. • Mrs Penman DHT visited Woodlands Primary in East Renfrewshire one of the schools which have achieved success. Mrs Penman held a Literacy Session with school staff to share her observations of good practice. • All teachers are engaging fully with the programme and proactively developing strategies. Staff are modelling positive attitudes to reading. • Clarity of expectations is leading to more consistency across the school. This is exemplified in the 'Abercromby Way', (Draft Guidance) which outlines our approach to reading. • Learning Assistants have a clearer understanding of aspects of the programme and are better equipped to support pupils effectively in class following a CLPL session in school in February. • There are high quality learning environments in all classes. All libraries are well stocked and inviting for children. There are a variety of rich texts at different levels. Organisation of books by subject, genre and author makes them easier to find. Readers are stimulated by the thought provoking, interest content. Picture books for older children are being used effectively in the classrooms. Pupils are demonstrating an interest in new texts. We have increased the number of books read by children each week. Visualisers and on line books are used effectively to model different ways to approach reading and demonstrate different strategies. Banded books are well organised and accessible to learners. • Children are keen to sit in the library and other spaces during ERIC time. The learning environment and positive ethos encourages learners to be motivated and engage purposefully with reading. There is increased discussion around books, e.g. recommendations and 3 sharings. Children are motivated and excited about new books. • Volunteers are coming into some classes on a regular basis to read to children. • We are developing a culture of enjoyment of reading in school. Pupil enjoyment has increased – children are enthusiastic at all stages and show a love of reading. Children are regularly making recommendations and leaving reviews for others. Children are talking more about reading and their love of books. All children now receive 2 or 3 books to take home and enjoy with their family. • Staff have used a variety of imaginative approaches to support Equitable Literacy, e.g. reading cafes, P1 Book Breakfast, Book Bug sharing sessions, Authors Live, Author Visit, DM Thompson visit, Book Club, World Book Day, Book Week Scotland etc. This has raised the profile of reading in the school. • Our Literacy Team have been proactive in taking forward literacy work throughout the session. • Parental engagement is having a positive impact on the engagement of many pupils through attendance at events, information sharing and family learning sessions. • There has been a positive impact on attainment through engaging with the Equitable Reading Programme. This has been evidenced through Teacher's Professional judgement informed by day 	

to day observations and assessments. All children are progressing their reading level using levelled text. Learner's confidence has been boosted and reading fluency improved.

Progress and impact of the Equitable Literacy Programme has been informed through – Quality Assurance Learning Visits, Teacher and pupil observations, Assessment, Feedback from parents, pupils and staff following completion of Questionnaires, Local Authority Reading Review and Pupil Attitude Surveys.

Next steps:

- Start to embed strategies/fundamentals related to Equitable Literacy in line with authority expectations and 'The Abercromby Way'.
- Revisit and update 'The Abercromby Way' and adapt as appropriate. Implement fully by the end of session.
- Make good use of the Library in the new campus

School Priority 3 : To review and update our Positive Behaviour Policy to support and reflect changing practice in the school

NIF Priority : Improvement in children and young people's health and wellbeing	HGIOS 4 QIs 3.1 Ensuring Wellbeing, Equality and Inclusion 2.4 Personalised Support 2.7 Partnerships
NIF Drivers: School Improvement Parental Engagement	

Progress and Impact

- A Health and Wellbeing RACI Group was established to drive this forward in consultation with other stakeholders. Mrs Thomas DHT was the overall lead.
- The whole school experienced a live theatre performance of 'A Little Princess' from M&M Productions to launch our whole school focus on positive behaviour and relationships. This gave children a clearer understanding of how individual's behaviours can affect others.
- All staff familiarised themselves with the Council Positive Behaviour, Attendance and Exclusion Guidelines.
- All staff participated in CLPL related to reviewing and updating our positive behaviour policy. This included engaging in professional reading and debate related to Paul Dix – 'When the Adult Changes, Everything Changes'. Staff are now familiar with the Paul Dix approach.
- Parents engaged in a Survey Monkey. 73 parents responded. Results were analysed by the RACI group.
- Pupil voice was sought in focus groups. Their responses varied greatly. Clear lack of consistency in understanding of school rules. Traffic lights not being used consistently.
- Feedback from staff, pupils and parents in conjunction with Council guidance informed our policy.
- A draft policy was shared with the Parent Council for their feedback. Views from the Parent Council were taken on board and included in the document.
- The new Draft, Positive Behaviour, Attendance and Exclusion Guidelines was shared with pupils and staff at a Special Assembly in June, by Mrs Thomas. It has also been shared with the whole school community.
- Our new agreed School Rules are SAFE – RESPECTFUL – READY. All staff and pupils have a clear understanding of the policy which will ensure a more consistent approach to positive behaviour management throughout the school.
- Pupils from St Bernadette's Primary and Abercromby Primary agreed campus rules prior to moving to the new school, RESPECTFUL - SAFE

Next Steps:

- To fully implement policy next session
- Revisit with pupils at the start of the new session in the new school during assembly.
- Revisit shared campus values.
- Monitor impact of new Positive Behaviour Policy.
- To revisit as required
- **SIP Priority - To develop a Policy on Anti-Bullying which aligns to the new Council Policy.**

School Priority 4 – Increase Parental Engagement at Abercromby Primary, building on existing practice, to ensure that parents are informed, included, have a voice, are supported and fully involved in their child’s learning and the life and work of the school.

NIF Priority Parental Engagement School Improvement	HGIOS 4 2.5 Family Learning 2.7 Partnerships
NIF Drivers Closing the attainment gap between the most and least disadvantaged children	
Progress and Impact	
<ul style="list-style-type: none"> • All members of the Senior Management Team participated in CONNECT CLPL Parental Engagement along with other Senior Managers in the Lornhill Cluster. Attendance over 6 x sessions allowed managers to audit current practice and inform next steps regarding ways to develop family learning and further increase parental engagement. • Across the year the focus was on 3 main aspects: <ol style="list-style-type: none"> 1. Continuing to build on existing practice of inviting parents into school to share learning and attend learning and curriculum events planned by individual class teachers, across the school. 2. Introduce Family Learning opportunities for all parents 3. Establish a Family Room • A Support Worker, 'Caitlin' (who is funded through PEF) was appointed to support and work with children and families. • Miss Craig was appointed Acting PT, Lead Practitioner in driving forward Parental Engagement across the school. This was done in partnership with the RACI Parental Engagement Team. This team included class teachers, Support Worker and Early Intervention Worker (funded through the Local Authority Scottish Attainment Challenge). • This group planned a variety of Family Learning Sessions for all families across the year out with school hours. There was food and refreshments at all events. Some of these events were supported by our partners such as local businesses and members of the wider community. <ul style="list-style-type: none"> 1. STEAM Event – This focused on Creative STEM/Art challenges for families. 2. Clubbercise – Exercise fun for all the family 3. Scots Supper and Story 4. Family Quiz Night 5. Family Sports Event- supported by Active Schools 6. Family Picnic <p>These events have been very successful with up to 150 people attending at once. Feedback has been extremely positive. Families have also had the opportunity to interact socially and build new relationships with other families.</p> • A Family Room was created, which is now firmly established as The Link. The name, The Link was agreed on by parents who attended group sessions and staff. Also the shared values of – FAMILY – SAFE – RESPECT – TRUST – COMMUNITY. <p>Family Fun groups were established and running several times a week. There was a good uptake from parents on 1:1 Sessions offered by the PT, Support Worker and Early Intervention Worker.</p>	

This has allowed these families to be more engaged in the life of the school. This has impacted positively on their children's learning and their social and emotional wellbeing. Parents are building new positive relationships with other parents in a supportive network. Children enjoy the family sessions, in particular getting to spend time 1:1 with their parents in a calm and relaxed environment. The group sessions have included a range of activities such as creative activities like making cloud dough and making Christmas cards, fitness/team-building sessions with a personal trainer from a local gym, caring for and walking a dog, outdoor/loose parts play, board games, animation and programming on iPads, sensory activities, parachute games and much more. The families who attend are engaged and beginning to take responsibility for "The Link", serving tea and toast, choosing activities, clearing up, etc

Link staff have built positive relationships with many families and are supporting them with various issues such as emotional wellbeing, disabilities, family bereavement, parental break-ups, managing difficult behaviours, building relationships with foster children, etc. Parents/Carers are coming to staff for advice and support and keeping us updated of any issues at home so we are aware of the support needed for the family.

- As part of our Review on End of Year Reporting, parents were consulted, along with staff and pupils. This process informed the way forward and a new format was produced in line with the feedback. The new reports which were issued in June are concise, in parent friendly language, show attainment levels and progress in learning over the year.
- Class Dojo was introduced as a form of communication and allowing parents to follow their children's learning and the life of the school more closely. This has proved extremely popular, with almost all parents signed up. Staff are finding this quick and easy to use. Parents are engaging with Class Dojo, often commenting positively on photos and information. Some children are now sharing out of school successes and achievements with their class and teachers
- Overall we have achieved a great deal of success in further developing parental engagement and family learning in Abercromby Primary this session.

Next steps:

- ❖ To further develop the work of The Link in our new school.
- ❖ To continue to hold Family Learning Events at regular intervals throughout the school session. These events will be held in the evenings.

Other Highlights and Achievements during the year at Abercromby.....

- ❖ Our DYW Curriculum was recognised as very good practice by the Royal Society of Edinburgh in January 2019. Mrs Ferguson was proud to showcase our good work in this area at an Interdisciplinary Learning: Creative Thinking for a Complex World National Conference held at the Royal Society of Edinburgh. Our work was well received by educational practitioners across Scotland, Education Scotland and the Further Education Sector.



- ❖ We were finalists **in the Scottish Education Awards 2019** in the **Employability & Creativity Skills Across Learning Award**.

This was a major achievement for our school community.

We are proud of the strong relationship we have developed with Forth Valley College, local businesses and employers, including Diageo. Scientists from Diageo have supported DYW by leading science learning in a creative and engaging way with our learners. Other partners, including parents continue to support DYW.

We have made the most of all the opportunities afforded by Robertson Construction being on Site building our new school within the Tullibody South Campus, with our Young Reporters keeping everyone updated with progress.

- ❖ We were nominated for a Clackmannanshire Education Service Award, **Towards Excellence Award** for DYW (Developing Young Workforce). This ceremony was cancelled due to norovirus and will now take place at the beginning of the new session.
- ❖ Abercromby Primary has achieved success at many different sporting events throughout the Session. Our Sports Leaders have done a tremendous job in supporting and motivating others.
- ❖ Our Farewell to Abercromby Primary and Nursery was very well attended by families, the wider community and former pupils from different parts of the UK. Our Open Day took the form of a photographic display depicting the Story of Abercromby from 1951 to present day. Artefacts were also on display. The event was a tremendous success with almost 2,000 people coming to visit on the day. A fitting tribute to a wonderful school.

Attendance

Average attendance in 2018-2019 is 94.81% This is slightly higher than last year.

Exclusions

There has been 1 exclusion incident this session.

Our New School Improvement Priorities for Session 2019 -2020

Learning and Teaching Priority

- To ensure that Learning and Teaching is consistently good through continued engagement with the Tapestry Programme and improvement of pedagogy, with a particular focus on learning and teaching of reading through the Equitable Literacy Programme, numeracy, including the assessment and moderation of numeracy and adapting to change in a new school learning environment.

Health and Wellbeing Priority

- To develop a Policy on Anti-Bullying which aligns to the new Council Policy.
- Familiarise our school community with the Cost of the School Day Toolkit and take forward actions to address poverty and equality

Digital Literacy – STEM

- To ensure that digital technology is a central consideration in all areas of the curriculum through developing the skills and confidence of teachers across all STEM subjects to enhance learning and teaching experiences for learners and develop a Digital Literacy Policy to support learning.

We will continue to embed the good progress made on previous priorities from last session and further develop:

Parental Engagement
Developing Young Workforce
Literacy – Numeracy – Health and Wellbeing



Abercromby Nursery

Our Key Priorities for Improvement 2018 - 2019



Nursery Priority	
Development Aim:	<p>Every learner will have the opportunity to reach his or her potential through the provision of high quality and effective early learning and childcare indoors and outdoors. Educators will continue to further develop the curriculum including new benchmarks, e-learning documentation and self-evaluation processes to ensure all learners receive the best possible start to their early play and learning (HGIOELC & The Framework for Continuous Learning in Social Services). Learners will actively engage in their play and learning in meaningful ways and have a visible voice throughout the nursery. Family involvement and participation will have a positive impact on the development of the whole child.</p>
HGIOEL Priorities:	<ul style="list-style-type: none"> • Leadership and Management – 1.1, 1.2, 1.3 • Learning Provision – 2.2, 2.3, 2.5, 2.6, 2.7 • Successes and Achievements – 3.1, 3.2
Progress and Impact	
	<ul style="list-style-type: none"> • Consistent and collaborative approach to play and learning across the Nursery • Shared understanding of practice and theory to deliver high quality provision • Increased partnership working with families, community and other significant service users to give learners the best possible start in life

Nursery Priority
To develop Curriculum Planning and tracking learner's progress
HGIOEL Priorities
<ul style="list-style-type: none"> • 1.1, 2.2, 2.3, 3.2 • Curriculum benchmarks and progression pathways will be used effectively to track and monitor learners play and learning developments. • Numeracy – All learner's skills will be recorded termly within whole school tracking and monitoring overview.
Progress and Impact
Progression pathways are being used more effectively within e-learning next steps. Educators are more aware of them and are gaining confidence in using them. This will continue next session and educators will include the pathways language into observations and next steps to ensure observations are focussed and concise. As planning has changed this session this has impacted on the use of pathways and we have concentrated more on experiences and outcomes. As our planning progresses next session the pathways will become more visible.
Prioritised the LIFT project and due to staffing constraints and absences this project wasn't viable to complete.
Nursery Priority
Educators will be trained in LIFT by SLT. This will then be implemented across the whole nursery to raise attainment for all. Educators will collect data to analyse the effectiveness of the programme
HGIOEL Priorities
1.1.1.2,2.3,2.5,2.7,3.1,3.2
Progress and Impact
Most children are able to listen and concentrate better within small group situations. Nursery narrative groups have seen a progression in children's language and understanding. In particular, the morning group's progress is more evident. Improvements have been seen in children's word finding assessments. Alison will feedback the official data at the end of the term once it is available. All staff are trained in LIFT and their confidence in ACI and TCTL is growing. Peer sessions are a benefit to all staff involved. Visual environment- Boardmaker is being used in the nursery and the whole environment in the new nursery will be supported by boardmaker symbols. Once we move we will go for our bronze award
Nursery Priority
Preparing for the move to the new nursery
<ul style="list-style-type: none"> • Learners will be encouraged and supported to visit the build site throughout the session to aid their transition • Information session and site visit for parents to see the new build progression • Resource audit and packing
HGIOEL Priorities
1.1, 1.2, 1.3 , 2.6 , 2.7 , 3.1 , 3.2

Progress and Impact

Visits have gone well for the children. We would have liked to have done more visits but constraints on the site have meant this was not possible.

Having the castle with viewing platform and windows has allowed the children to watch the build, prompting them to ask questions and create their own building site within the nursery to understand what is happening.

Information session was held but poorly attended. Notice board in the cloakroom with pictures and map for further information has been provided to keep parents up to date. QR code given to parents as a visit was not possible, this allowed parents to access a virtual tour of the nursery.

In-service days allowed us to clear resources and start organising what we were keeping. June will be our final resource audit and packing time. Decanted the learning room and library cupboard to allow storage of equipment/resources that are being taken to the new build.

The new nursery has been named Tulach Nursery and a new Head has been appointed, Mrs Hazel Blackwood. Tulach Nursery will share the Tullibody South Campus along with Abercromby Primary and St Bernadette's Primary.

We are looking forward to exciting opportunities ahead.