



Falkirk Council
Children's Services

Easter Carmuir's Primary School,

ASC and ELC

Standards & Quality Report

Session 2023-2024



Introduction

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

Our School context

Easter Carmuir's Primary School was opened in March 1961, serving the community of Camelon (West). An Enhanced Provision (2 classes) to support pupils with various needs affecting their learning opened in 2000. An ELC (nursery) was established as part of our education setting in April 2002 and then an Additional Support and Communication base (ASC) was opened in our school in August 2018. We have 176 pupils within our school (including 17 EP pupils and 12 ASC pupils) and 43 ELC children.

As a school we have a Head Teacher, a Depute Head Teacher and 2 Principal Teachers (1 mainstream; 4 days and 1 ASC). Within mainstream we have 12 Class Teachers (6 part time), a Support for Learning Teacher (3 days) and 5 Support for Learning Assistants (3 part time). Within our ASC we have 5 Class Teachers (1 part time), 7 Support for Learning Assistants (3 part time) and an Education Welfare Officer (1 day). In our ELC we have a Senior Early Years Officer (4 days), 8 Early Years Officers (4 part time), 2 Support for Learning Assistants (1 part time) and 2 Early Learning Class Assistants. We are supported by 2 clerical (4 days and 1 day) and 2 janitors (part time – am and pm).

We receive £80,850 Pupil Equity Funding which we allocate towards interventions that will address poverty related issues and close the attainment gap between the most and least deprived learners.

As of June 2024, the following data was representative of our School:

- 60% of our pupils are in SIMD 1 & 2 *
- 33% of our pupils are in SIMD 3 & 4 *
- 5% of our pupils are in SIMD 5 & 6 *
- 1% of our pupils are in SIMD 9 *
- 42% of our learners have free school meals (P6-7)
- 56% of our learners have Additional Support Needs
- 6% of our learners have English as an Additional Language
- 41% of our learners are female, 59% are male
- 90.5% was our average attendance for 2023-2024 (as of April 2024)



* Scottish Index of Multiple Deprivation: 0% of our pupils are in SIMD 7, 8 & 10

Vision, Values and Aims

Easter Carmuir's Primary School our vision is that **every child is prepared for success**.

This vision is developed through our school aims which we will

- *create a nurturing environment where all children are supported as individuals*
- *provide a variety of stimulating opportunities and experiences to maximise potential*
- *equip children with the skills for life and for the future*
- *work together to develop our school and the wider community*

Our key values **respect, inclusion, sincerity and empathy** guide the way we work.

Together we will:

- respect and look after each other and the world around us
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make
- actively encourage and promote health and well being

At all times we aim to foster in our pupils positive attitudes to work, achievement, self-esteem and the wider world. We support the pupils to develop the skills to enable them to live a fulfilling life, contributing positively as they make their way in the world. We aim to prepare our pupils for the opportunities and challenges of the future so that they can achieve great success and follow their dreams.

We do not focus only on academic achievement but also to recognise and celebrate all aspects of our pupil's development. Through our Pupil Council, Rights Respecting Schools Pupil Group, Young Sports Leaders, House Gatherings and wider class discussions, pupils plan collaboratively with staff to take decisions on learning and the life of our school. We put creative learning and pupil voice at the heart of all we do.

We strongly nurture family engagement. We continue to make excellent use of school communication through Class Dojo to keep families informed of their child(ren)'s learning and to keep open lines of communication between home and school. There are multiple opportunities throughout the school session for families to engage in learning with their child(ren) and experience the learning going on in their classrooms and the wider school. Staff formally report to families 3 times a year through 2 Family Learning Conversation appointments (November and March) and a written report (June). Our P4-7 pupils are also part of the Family Learning Conversations and attend the appointments with their family. This ensures that everyone is a partner in learning and progress.

Performance Information

Our performance information from 2020/21 – 2023/24 is detailed below. This details how many children have achieved Early level by the end of P1, First level by the end of P4 and Second level by the end of P7 within Curriculum for Excellence. The Scottish Government and Falkirk Council Children's Services have an expectation of at least 85% of pupils attaining the expected level or above.

This data has been informed by:

- Assessment – formative (on-going, teacher professional judgement) and summative (end of topic assessments etc)
- Monitoring and tracking of our attainment data throughout the school
- Dialogue with our pupils, our staff and our parents about learning
- Self-evaluation/Feedback – from various stakeholders including partner agencies, families and Falkirk Council cluster schools.

		Reading			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuir	P1	63%	73%	88%	81%
*Neighbourhood		70%	79%	79%	
** Falkirk		80%	83%	83%	
Easter Carmuir	P4	67%	73%	78%	65%
Neighbourhood		66%	58%	75%	
Falkirk		75%	78%	80%	
Easter Carmuir	P7	91%	76%	89%	68%
Neighbourhood		69%	72%	78%	
Falkirk		76%	81%	83%	
Easter Carmuir	Combined P1/4/7	73%	74%	84%	71%
Neighbourhood		70%	69%	77%	
Falkirk		77%	81%	82%	

		Writing			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuir	P1	59%	73%	88%	81%
*Neighbourhood		62%	74%	76%	
** Falkirk		79%	82%	81%	
Easter Carmuir	P4	67%	62%	81%	68%
Neighbourhood		54%	54%	70%	
Falkirk		70%	74%	76%	
Easter Carmuir	P7	77%	76%	86%	68%
Neighbourhood		62%	68%	71%	
Falkirk		72%	77%	79%	
Easter Carmuir	Combined P1/4/7	67%	70%	84%	72%
Neighbourhood		62%	65%	73%	
Falkirk		73%	77%	79%	

		Listening & Talking			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuir	P1	63%	77%	92%	86%
*Neighbourhood		76%	82%	81%	
** Falkirk		87%	88%	87%	
Easter Carmuir	P4	67%	69%	76%	68%
Neighbourhood		73%	76%	82%	
Falkirk		83%	86%	88%	
Easter Carmuir	P7	91%	86%	89%	74%
Neighbourhood		76%	88%	88%	
Falkirk		85%	88%	89%	
Easter Carmuir	Combined P1/4/7	73%	77%	84%	76%
Neighbourhood		76%	82%	84%	
Falkirk		85%	87%	88%	

		Numeracy			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuir	P1	63%	68%	92%	81%
*Neighbourhood		71%	83%	83%	
** Falkirk		84%	87%	86%	
Easter Carmuir	P4	61%	73%	78%	68%
Neighbourhood		67%	58%	74%	
Falkirk		75%	78%	81%	
Easter Carmuir	P7	91%	71%	89%	68%
Neighbourhood		65%	67%	77%	
Falkirk		74%	78%	81%	
Easter Carmuir	Combined P1/4/7	73%	71%	85%	72%
Neighbourhood		71%	69%	78%	
Falkirk		78%	81%	83%	

This data is from all of our pupils, including those on Falkirk Council's Staged Intervention 3 and 4

* Neighbourhood refers to 8 Falkirk Council primary schools, including Easter Carmuir, who all have similar SIMD demographics

** Falkirk refers to all primary schools within Falkirk Council

Our key Priorities for Improvement

School Improvement Priority (Enrichment Department); **Inclusion and Equality: Meeting the Needs of Learners with Complex Additional Support Needs**

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education

NIF Drivers:

School and ELC leadership

Teacher and practitioner professionalism

Parental/Carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information



Learning to Achieve Strands:

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



UNCRC Articles:

1, 2, 3, 4, 5, 6, 12, 15, 17, 23, 28, 29, 31, 42

HGIOS 4 QI's

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

3.1 Ensuring wellbeing, Equity and Inclusion

3.2 Raising Attainment and Achievement



PEF Support:

This priority was supported through PEF by the funding of a minibus to support our developing life skills in context curriculum sessions each afternoon



Progress;

- ✓ Full pupil profile in place for all children to ensure a clear picture of individual needs and support strategies (contained within revised Form 4 documentation)
- ✓ Majority of teaching staff have participated in full SCERTS training, enabling them to profile communication levels of young people.
- ✓ Quality assurance visits from members of SLT assessed teaching and learning approaches from majority of staff as good or very good.
- ✓ A curriculum rationale is now developed around 11 main elements to support pupil's progress in wellbeing, communication, appropriate learning experiences and neuro-development.
- ✓ Further investment in resources through PEF has allowed all children more opportunities to explore community based learning experiences.

Impact;

- ✓ All Enrichment staff know the learning needs of every child within the Enrichment department (ASC and EP) and how to support, including any barriers to learning.
- ✓ Form 4s are true working documents that show a progression of skills for children, ensuring pace, challenge, breadth and depth of learning is appropriate.
- ✓ SCERTS profiling of some pupils has ensured a clear understanding of their communication level and how to plan to meet those young people's communication needs more effectively; progress in communication is improved for all of those children and there has been a reduction in dysregulated behaviours as a result.
- ✓ All children participated in weekly community based learning such as swimming, outdoor learning (including Dynamic Youth award), visits to local amenities which has enriched their learning experiences and brought these into real-life contexts.
- ✓ 66% of our Enrichment pupils are working within Curriculum for Excellence and have achieved a level within Literacy and Numeracy whilst 34% are making progress within an adapted curriculum.

Next Steps:

- Incorporate UNCRC and SCERTS terminology within Form 4s, including child and family 'friendly' versions, and further embed pupil voice within planning.
- Undertake SCERTS profiling with secondary ASN teams as part of P7 to S1 transition arrangements to ensure secondary staff are fully aware of new S1 pupil needs.
- Continue to develop curriculum rationale to further extend community learning opportunities and to ensure good progression through Curriculum for Excellence and adapted curriculums
- Further develop Continuing Professional Learning programme with partner agencies to further meet pupil needs (including ELC team)

School Improvement Priority; **Inclusion and Equality: Protected Groups**

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children's health and wellbeing

NIF Drivers:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parental/Carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information



Learning to Achieve Strands:

- Curriculum
- Learning and Teaching
- Inclusion and Equality
- Assessment



UNCRC Articles:

- 1, 2, 3, 4, 5, 6, 8, 12, 13, 14, 15, 17, 28, 29, 30, 36, 42

HGIOS 4 QI's

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, Equity and Inclusion
- 3.2 Raising Attainment and Achievement



PEF Support:

This priority was supported through PEF by the funding of library resources for shared stories and our Inclusion section within the school library



Progress;

- ✓ All teaching staff and most Support for Learning Assistants successfully completed LGBT Scotland training by February 2024 to raise awareness of issues and use of language and curriculum to support full inclusion within our school.
- ✓ A story based on one of the 9 protected characteristics was shared each month via dojo (read by the Head Teacher to her own children) so this could be shared with families at home.
- ✓ Equality and Diversity calendar devised so classes were participating in regular sessions to raise awareness of the 9 protected characteristics.
- ✓ P4-6 children have visited a local Mosque and Church to raise awareness and understanding of what it means to be Muslim and Christian.
- ✓ Family training around LGBT was offered to all families in February 2024 – 7 parents attended.
- ✓ School has been successfully awarded a Silver accreditation as a Right's Respecting School (June 2024) linked to work embedding UNCRC across our setting.
- ✓ School

Impact;

- ✓ 88% of children have participated in an Equality and Diversity curriculum that is raising awareness of the 9 protected characteristics, specifically around race, religion and sexual orientation (12% of children were removed from these learning experiences by parents)
- ✓ 51% of children have a deeper understanding of what it means to be Muslim and Christian and are more able to respect people of these religions for their beliefs.
- ✓ There has been a reduction in negative terminology (hate crime language) being used by pupils as they now understand the implications of this type of language and the negative impact on the emotional health and wellbeing of the person it is said to – 88% of staff felt more confident in addressing hate crime terminology in school.
- ✓ Families have increased opportunities to discuss race, religion and sexual orientation at home through the use of shared stories on class dojo.
- ✓ 100% of all staff felt more comfortable in supporting pupils through LGBT issues after training.
- ✓ Majority of pupils have a greater understanding of UNCRC and how this is important in their lives both in and out of school.

Next Steps:

- Further develop opportunities to visit places of worship and include P1-3 pupils in this.
- Further develop our Equalities and Diversity curriculum to ensure a clear progression framework.
- Continue to develop staff CLPL around supporting the 9 protected characteristics.

School Improvement Priority; Reading

NIF Priority:

Improvement in achievement, particularly in literacy
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers:

School and ELC leadership
Teacher and practitioner professionalism
Parental/Carer involvement and engagement
Curriculum and assessment
School and ELC improvement
Performance information



Learning to Achieve Strands:

Curriculum
Learning and Teaching
Inclusion and Equality
Assessment



UNCRC Articles:

1, 2, 3, 4, 5, 6, 12, 13, 14, 17, 28, 29, 42

HGIOS 4 QI's

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.1 Ensuring wellbeing, Equity and Inclusion
3.2 Raising Attainment and Achievement



PEF Support:

This priority was supported through PEF by the funding of library resources



Progress;

- ✓ Feedback from staff on effectiveness of current resources and assessments gained as a baseline of what is working well and what needs further development.
- ✓ Feedback from pupils around reading for enjoyment and engaging reading experiences in school and at home gained as a baseline of current attitudes towards reading.
- ✓ Feedback from families around easy access to reading materials and how often they read for enjoyment at home with children gained as a baseline of current attitudes towards reading at home.
- ✓ Breakdown of current Experiences and Outcomes covered through reading curriculum and creation of 'Reading Pressure Points' as a guide to which elements to prioritise at Easter Carmuir.
- ✓ All teaching staff have participated in CLPL around current reading assessments available within Easter Carmuir.
- ✓ Support has been given from Falkirk Council Literacy Team to re-establish the school library.

Impact;

- ✓ Majority of staff are aware of reading assessment tools available to them at Easter Carmuir and how to use them effectively to support analysis of pupil progress.
- ✓ Pupil voice is directing which books have been bought to ensure our school library has relevant and engaging reading materials for all of our pupils.

Next Steps:

- Full relaunch of our school library, including family reading sessions after the school day to support easy access to library resources for families.
- Devise an Easter Carmuir Reading Policy to ensure consistent planning, progression and assessment across all stages of our setting.
- Gain feedback around classroom library access and current classroom reading materials.
- Further staff CLPL around reading pressure points.
- Evaluate effective use of current tracking and monitoring assessment sheets and devise next steps for progress to ensure appropriate pace and challenge in reading
- Further develop standardised reading assessments to ensure consistency across all stages.
- Reorganise all current class novel sets to ensure easy access for staff and ensure all staff are aware of the novel resources available.

School Improvement Priority; Attendance

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children and young people



NIF Drivers:

School and ELC leadership

Teacher and practitioner professionalism

Parental/Carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information

Learning to Achieve Strands:

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



UNCRC Articles:

1, 2, 3, 4, 5, 6, 12, 18, 19, 28, 29, 42

HGIOS 4 QI's

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

3.1 Ensuring wellbeing, Equity and Inclusion

3.2 Raising Attainment and Achievement



PEF Support:

This priority was supported by Strategic Equity Funding provided to Falkirk Council to support PEF work within schools



Progress;

- ✓ Education Welfare Officer (EWO) was in post by January 2024 (shared between 4 schools within Falkirk Cluster).
- ✓ Families receive a monthly email with their child's latest attendance and an indication of whether this falls within serious concern, concern of on track.
- ✓ Senior Leadership Team engage with families to discuss any barriers to attendance.
- ✓ Information about the negative impact of lack of attendance on attainment is shared regularly with families through our school app and group call messenger.
- ✓ Falkirk Council's ETU attended Family Learning Conversations in November 2023 to discuss supports for families.
- ✓ School provides breakfast for all pupils on arrival at school and hosts 'special breakfasts' on the last day of each term.

Impact;

- ✓ 11 families in Easter Carmuir have engaged with our Education Welfare Officer with 7 of them increasing their child's attendance from January/February 2024 – May/June 2024.
- ✓ All families have access to their child's latest attendance figures through the monthly emails and are aware of the amount of education time lost through absence.
- ✓ Senior Leadership Team support families where there are barriers to attendance and have signposted them to various partner agencies such as Social Work and Family support
- ✓ Average attendance is now 90.5% (as of April 2024) which is a 1.9% increase on 2022/23 attendance levels (88.6%)
- ✓ 100% of pupils have the opportunity to access a nutritious breakfast on arrival at school and can access food regularly throughout the day to support positive engagement.

Next Steps:

- Continue with a cluster based Education Welfare Officer role (now Inclusion Officer). 1 will be funded through Falkirk Council's Strategic Equity Fund and the other post will be funded through cluster primary PEF allocation (4 schools from the cluster with highest SIMD 1 and 2 profile).
- Breakfast provision will continue and be PEF funded by the school using Magic Breakfast as our food supplier.
- Continue to give families regular information regarding their child's attendance and support families with barriers to attendance, including referrals to partner agencies.

School Improvement Priority (ELC); Planning and Assessment

NIF Priority:

Improvement in achievement, particularly in literacy & numeracy

NIF Drivers:

School and ELC leadership

Teacher and practitioner professionalism

Parental/Carer involvement and engagement

Curriculum and assessment

School and ELC improvement

Performance information



Learning to Achieve Strands:

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



UNCRC Articles:

1, 2, 3, 4, 6, 28, 31

HGIOS 4 QI's

1.3 Leadership of Change

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

3.1 Ensuring wellbeing, Equity and Inclusion

3.2 Raising Attainment and Achievement



PEF Support:

This priority was not supported by PEF funding



Progress;

- ✓ New planning documentation was introduced in September 2023.
- ✓ All staff participated in CLPL, supported by Falkirk Council's ELC central team, around using the new planning documentation.
- ✓ Falkirk Council's Assessment and Progression Framework was introduced at Easter Carmuir ELC in January 2024.
- ✓ All staff participated in CLPL around effective recording of high quality observations with our Senior EYO providing further, individual support to ensure consistency of observation recording and language used.
- ✓ Review of current writing style of observations

Impact;

- ✓ Most staff are more confident in effective use of Falkirk Council's Assessment and Progression framework.
- ✓ Planning across the ELC is becoming more consistent ensuring greater reflection of Curriculum for Excellence experiences and outcomes covered within early level.
- ✓ Children are engaging in high quality learning experiences that are suited to meet their learning style/needs.
- ✓ Observations are written in a more personal and child friendly manner – now written to the child rather than about the child.

Next Steps:

- Increased Quality Assurance and Moderation of planning to ensure all staff are confident in planning high quality learning experiences.
- Further staff CLPL around Continuous Provision and how to document this learning appropriately.
- Implementation of 'Up, Up and Away' resource to assess and support individual children.
- Observations will be tracked on a full year planner to ensure an even spread of high quality learning observations.
- Increased Quality Assurance and moderation of Assessment and Learning books.
- Links with 2 other ELCs with similar demographics to create a suite of specific staff CLPL with support from Falkirk Council's ASN Pedagogue.

Key priorities for School Improvement Planning 2024/25 and capacity for continuous improvement:

Throughout session 2024-25, Easter Carmuir Primary School will focus on developing the following areas;

- Literacy (Reading)
- Protected Groups
- Meeting the needs of Young People with Complex ASN
- Attendance
- ELC Planning and Assessment
- United Nations Conventions of the Rights of the Child (UNCRC)

From our self-evaluation of the Quality Indicators and our attainment data, our main focus will be **2.3 Learning, Teaching and Assessment** and **3.2 Raising Attainment and Achievement**.

There will be a focus on consistencies within Reading and ensuring that highest quality planning, learning and teaching and resources in these areas to provide the best learning experiences. Data driven improvements through Improvement Science Methodologies will be focussed on writing attainment. This is also in line with **Falkirk Council's Children's Services Improvement Priorities: Curriculum and Learning, Teaching and Assessment**.

Further developments will also focus on **3.1 Ensuring Wellbeing, Equality & Inclusion** to support **Falkirk Council's refreshed Staged Intervention** guidance as well as the recent **Inclusion and Equality** guidance. This is also in line with **Falkirk Council's Children's Services Improvement Priorities: Curriculum, Inclusion and Equality and Learning, Teaching and Assessment**.

Self-evaluation using HGIOS?4 And HGIOELC? resources highlights a stronger awareness this session of school and ELC strengths and development needs to ensure raising attainment for all and delivering equity and excellence.

Practitioners are committed to enhancing their professional practice, and empowered to develop sustainable approaches to improvement and this will be further developed in the coming sessions through improvement science methodology within our own priorities. Two staff members will be participating in further leadership development qualifications and these will be supported by the development work taking place next session.

3 out of our 8 mainstream classes will have the same class teacher and same classroom as Session 23/24. This approach should allow staff to continue to support our young people in improving progress and attainment as staff will already confidently know the levels for each child and the strategies best used to support them. Pupils, staff and families have already built strong and trusting relationships so that our partnership in learning will continue to be effective between home, pupils and staff. This has proven to be very successful this session.

The additional funding through PEF supports identified raising attainment and attendance lead roles as well as resources and pupil experiences that enhance our curriculum and build and develop skills for learning, life and work. We continue to evaluate and improve approaches to teaching, learning and assessment, with a continued focus on delivering Excellence and Equity.

We will continue to link our Pupil Council into our School Improvement Priorities, ensuring that Pupil Voice is at the heart of our improvement and change cycle. We will also continue to work in close partnership with our Parent Council to gather families' views on progress and further develop family engagement at all levels of decision making across the school and ELC.

Summary of Self-Evaluation - Quality Indicators:

- 6: Excellent means outstanding, sector-leading
- 5: Very good means major strengths
- 4: Good means important strengths with some areas for improvement
- 3: Satisfactory means strengths just outweigh weaknesses
- 2: Weak means important weaknesses
- 1: Unsatisfactory means major weaknesses

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
Self-Evaluation Grading	
1.3 Leadership of change	3
2.3 Learning, Teaching & Assessment	4
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	4

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Framework			
Self-Evaluation Grading		Self-Evaluation Grading	
1.3 Leadership of change	3	1.1 Nurturing Care and Support	4
2.3 Learning, Teaching & Assessment	3	1.3 Play and Learning	3
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	4
3.2 Securing Children's Progress	3	3.1 Quality assurance and improvements are well led	3
		4.3 Staff deployment	5

We are very proud of the work we have achieved this year. We have also achieved the following Awards in recognition of our Impact across the school. The logos for these awards are on the front cover of this document.

- School Sport Scotland – Silver award
- Rights Respecting Schools – Silver award
- NHS Speech and Language Communication Award (School) – Silver Award
- NHS Speech and Language Communication Award (ELC) – Gold Award

We have been highlighted by Education Scotland for highly effective use of Pupil Equity Funding (PEF) to close the attainment gap by meeting the health and wellbeing needs of our learners.