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| **King’s Oak Primary School and Nursery Class**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| **Our Establishment**  King’s Oak Primary School and Nursery Class is situated in the East end of Greenock, Inverclyde. It was established in 2006, with the merging of two local schools and the local nursery. King’s Oak Primary School and Nursery Class is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.  The school roll in King’s Oak is currently 267 pupils; with 80.5 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 92.5 %. Only 10 pupils reside in SIMD bands 5-10. This accounts for 3.7% of the school population. No SIMD decile is known for 10 pupils. 60.3% of school pupils are entitled to free school meals. Pupils with English as an Additional Language make up 10.11% of the school population  This images shows the following information: Total School Roll is 267.  There are 215 pupils in SIMD 1-2 (80.5%) and 42 pupils in SIMD 3-20 (15.7%).  60.3% of the roll have Free School Meal entitlement.  42.7% of the roll have an Additional Support Need.  10.11% have English as an Additional Language.  158 pupils live in SIMD 1, 57 in SIMD 2, 32 in SIMD 4, 2 in SIMD 5 and 8 in SIMD 9.  10 pupils have no decile allocated to their address.  The nursery has capacity for 24, 3-5 year olds at any one time. All children are provided with 1140 Hours of funded childcare and education and since August 2020. Children are provided with a free meal during their session. Parents can also choose to purchase additional hours when available. The roll in the nursery class is 24; with 66.7 % of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 79.1%. Only 1 pupil resides in SIMD bands 5-10. This accounts for 4% of the nursery population. No SIMD decile is known for 4 pupils which is 16.7% of the nursery class.  Overall school attendance in session 2022-2023 was 90.77% which was slightly above the average attendance in our family group of 90.15% during the same period. Average nursery attendance across session 2022-2023 is approximately 88.95%.  The SIMD profile of the school and nursery does not lend itself to focussing on identifying the attainment gaps between SIMD 1 and 2 and out with. Instead, we have a whole establishment focus on raising attainment for all pupils, particularly those not making expected progress.  **Vision**  At King’s Oak, we believe ‘From Tiny Acorns, Mighty Oaks Grow’ and that in our pursuit of excellence and equity everyone can achieve.  **Our Aims:**   * To provide a safe, happy and motivating learning environment, at the heart of our community * To promote a sense of wellbeing and respect * To develop a culture of ambition and achievement * To encourage children to take responsibility for their learning and behaviour * Ensure all children can achieve their full potential academically, emotionally and physically.   Nursery Aims   * To provide a warm, stimulating, positive environment for children to grow and learn * Nurture and encourage curiosity, wellbeing and respect * To become more confident and independent, whilst learning and playing * Encourage children to take responsibility for their learning and behaviour * To provide an interactive partnership involving school, home, outside agencies and the community. |

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| **Establishment priority 1**: |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Performance information  HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**  **Literacy**   * To increase the percentage of pupils in P4 making expected progress in Reading from 46% to 52% by June 2023. * To increase the percentage of pupils in P7 making expected progress in Reading from 67%% to 71% by June 2023. * To increase the percentage of pupils in P5 making expected progress in Reading from 53%% to 60% by June 2023. * To increase the percentage of pupils in P5 making expected progress in Writing from 55%% to 60% by June 2023 * To increase the percentage of pupils in P3 making expected progress in Writing from 52%% to 59% by June 2023. * To increase the percentage of pupils in P4 making expected progress in Writing from 41% to 45% by June 2023. * To increase the percentage of pupils in P7 making expected progress in Writing from 55%% to 62% by June 2023.   **Numeracy**   * To increase the percentage of pupils in P6 making expected progress in Numeracy from 61%% to 63% by June 2023. * To increase the percentage of pupils in P7 making expected progress in Numeracy from 62%% to 69% by June 2023   **Nursery**   * A reduction of 20% in the vocabulary gap experienced by an identified group of nursery learners who are impacted by poverty by June 2023. * Most pre-school learners will have an increased phonological awareness (baseline to be established) by June 2023.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**   * 1.4FTE PEF Teacher (£69, 297) * 2.29FTE PEF PSA (£34,456) * Resources to support attainment in literacy, numeracy and Health and Wellbeing (Eg. NGRT Reading, Sumdog, SEAL resources, including additional resources to enhance expressive arts performances) (£4964)   **Progress and impact of outcomes for learners:**   * In P4, P5 and P7 we have met all of the outcomes above with P7 numeracy attainment rising from 62% to 71.4%, a 2.4% increase than anticipated. PEF funded 1.4FTE additional teachers have allowed additional targeted groups, appropriately identifying gaps in learning and successfully supporting learners to close these. This has resulted in us meeting our literacy and numeracy targets at these stages. * In the nursery class, there has been an increase of 17% in children’s understanding of language measured through word aware. 92% of learners demonstrated an understanding of language used throughout the programme. * Almost all pre-school children demonstrated an increase in phonological awareness, an increase of 17% from baseline measures of phonological awareness. * In the nursery class, 70.83% of learners are on track across literacy organisers, an increase of 18% since August 2022. * SLT have put systems in place to identify learners who need more support in literacy and numeracy. This has led to more robust tracking meetings with staff and the identification of learners’ needs. This resulted in PSA supporting identified learners and deliver ‘Enhancing Literacy’ programmes across P2-P7. * In the nursery class, most children are making good progress across Early Level from previous levels of attainment. * In P3 attainment in writing increased by 3.1% rather than the predicted 7% and at P6 attainment in numeracy increased by 0.5% rather than the predicted 2%. At both stages the cohort of children has changed dramatically across the year, with fluctuating profiles of need. This resulted in slippage from targets set. Targeted support will continue next session. |
| Next steps:   * Continue focussed support * Talk4Writing approach to raising attainment in writing to begin Jan 2024. * The development of a school library to increase Reading for Pleasure opportunities and increase genre knowledge. * Staff professional learning and focus on emergent writing to raise attainment. * Increase practitioner knowledge and confidence in observing learning and making subsequent professional judgements linked to Inverclyde pathways and early level benchmarks. * Implementation of ‘I can’ toolkit within the nursery class. |

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| **Establishment priority 2**: |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Teacher professionalism  Performance information  HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P2. * By June 2023, there will be an increase in parents in the early years’ classrooms engaging in Stay and Play sessions. * To increase the attendance most pupils living in SIMD 1-2 to a minimal of 85% by June 2023. * By June 2023, identified learners will be able to self-regulate most of the time. * By June 2023, the number of children using the consistent language of emotional literacy as scaffolded by PAThS, to increase pupils’ readiness to learn and emotionally regulate, will be extended from Nursery throughout P1-P7, making daily use of Promoting Alternative Thinking Strategies (PAThS) strategies and language. * By December 2023, there will be an increase in parents understanding of emotional literacy parent information and engagement sessions. (baseline to be established)   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**   * 0.3FTE Admin Support (£6238) * PAThS Coaching Programme (£15,275) * 0.4 FTE Enhanced Nurture Teacher (£22,267) * Resources to develop Enhanced Nurture Environment and provision (£3000) * Resources to develop learning environment and play provision in P2 (£573) * Sensory resources £100   **Progress and impact of outcomes for learners:**   * P2 pupils are learning through play most of their school day. Attainment levels have increased in both P1 and P2, with P2 learners continuing to make improvements in attainment this year. All P1 and P2 learners have made progress in their learning. There have been low numbers of referrals for children requiring core nurture support in P1. 91.4% of P1 and P2 learners are consistently engaged in their learning. * Almost all P1 families engaged in ‘stay to play’ and family learning experiences offered. * The average attendance of all learners residing in SIMD 1-2 was 91.83% (as at 6.6.23), meeting the above target. 85.8% of learners in this group has attendance above 85% (as at 6.6.23). 0.3FTE of admin support has enhanced monitoring of attendance, facilitating SLT to engage with families to support attendance at school. * 40% of identified learners who were unable to regulate, are able to self-regulate most of the time. 20% of identified learners are able to self-regulate the majority of the time and 40% require ongoing support with all aspects of emotional regulation. * Through the introduction of PAThS, data collected from pre and post questionnaires, show that 77% of sampled children showed increased or stable emotional competence and 77% showed improved or stable concentration (readiness to learn). Data provided by Barnardo’s indicates that there is an increase in the number of pupils with self-regulation skills, rising from 66% to 78%. * Within the nursery class, data collected from pre and post questionnaires, show that 71% of sampled children showed increased or stable emotional competence and 71% showed improved or stable concentration. |
| Next steps:   * Workshops to enhance parent knowledge of PAThS and building emotional literacy. * Embed approaches to monitor attendance. * Continue into Yr 2 of Paths programme for school and Yr 3 for nursery. |

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| **Establishment priority 3**: |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School Improvement  School leadership  HGIOS/ELC QIs  1.3 Leadership of change  3.2 Securing Children's Progress  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2023, most children will be aware of their rights under UNCRC legislation. (Nursery outcome also) * By June 2023, the majority of pupils will be involved in decision-making that impacts them.(Nursery outcome also)   **Progress and impact of outcomes for learners:**   * Through pre and post consultation with pupils, 85% of children across the school and nursery are aware of their rights under UNCRC legislation, an increase of 17%. * All children across the school and nursey are involved in decision making opportunities through opportunities such as the Rights Respecting Group, the Pupil Council, the Sports Committee and through nursery champions roles across the playroom and outdoors. The majority of children can independently make links about how their decision making impacts their experiences in school and nursery. Feedback is provided via the pupil council, at whole school assemblies and through HGIOURS ongoing self-evaluation. |
| Next steps:   * School to engage in YLL programme across authority. * Increase upper school engagement with pupil voice opportunities. * You said, we did display board for learners to be aware of the impact of their voice. * Nursery children to become members of wider establishment committees eg. Pupil council and RRS groups * Introduction of house system into nursery |

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| **Establishment priority 4**: |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  Assessment of children's progress  HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Raising attainment and achievement  UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * By June 2023, all children and young people across the cluster schools will be able to participate in a range of experiences which demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.   **Progress and impact of outcomes for learners:**   * A consistent approach to delivery of shared learning experiences for P6 and P7 across the cluster with a DYW focus delivered weekly by a member of IA staff. * Core skills were identified in order to facilitate the planning and implementation of a DYW event (café) in each school. This event was planned, costed and implemented by the P7 cohort. * Almost all P7 learners can articulate the skills involved in executing a community event. * Feedback from stakeholders was very positive. * Slippage can be noted in a cluster DYW skills development. This is limited due to staffing requirements across the cluster. |
| Next steps:   * HT’s to collaborate and produce a DYW standard skills based language across the cluster. |

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| **Additional PEF Spend – EG Cost of the School day** |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Placing the human rights and needs of every child and young person at the centre of education  HGIOS QIs  3.2 Raising attainment and achievement  2.7 Partnerships  UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Spend: £10, 235**   * Pantomime £1200, Participatory Budget £1728, P7 Residential £4760, P5/4 Cinema trip £232.0, Transport £480, Burns Supper £305.70, Uniform £1296   **Progress and impact of outcomes for learners:**   * All pupils in the school, nursery and feeder nursery experienced a live expressive arts performance with the visiting pantomime. * All pupils in the school and nursery experienced reduced cost trips due to voting this money be directed through a participatory budgeting exercise. This allowed all pupils to experience visiting Heads of Ayr or Blairdrummond Safari Park. Nursery pupils visited Lunderstone Bay. * All P7 pupils who attended the residential experience benefitted from reduced costs and additional monies were utilised to ensure no children experienced a financial barrier to attend. * Various groups of pupils were provided transport free of charge to attend events such as library visits, athletics events and sporting events. |
| Next Steps:   * Continue to reduce the cost of the school day as identified in School Improvement Plan for 2023-2024. |

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| Data |
| Key Strengths:  School/Nursery class/ASN provision  In this academic year, attendance in King’s Oak was 91.1%, 0.9% lower than last session. Although a 0.9% dip, this is in line with local attendance across the local authority. Primary 1 and Primary 5 pupils recorded the highest attendance with their year average at 92.3%.  A table showing the percentage of attendance at the school by stage.  Exclusions remain at zero, supporting the school’s work on nurture and relationships being at the heart of practice.  Cohort Journey Data statements  At P7, cohort data shows increases in attainment in all curricular areas from P6 information, most notably a 9.5% increase in numeracy attainment and a 7.1% increase in attainment in writing. Increased focus for targeted pupils and high quality teaching and learning supported an able cohort to make marked improvements.  The P6 cohort shows attainment has remained stationary in reading and numeracy. Attainment in writing has increased 1.9%. This year group experienced fluctuating numbers across the school year with a number of new learners with English as an Additional language.  As a cohort, P5 have made good progress in learning this year, with attainment rising in all curricular areas. Attainment in reading has risen by 12.1%, 6.5% in writing and 10.1% in numeracy. Current attainment levels in numeracy, listening and talking and ready show recovery to beyond pre-covid levels of attainment. Writing remains to be a focus for this stage.  At P4, cohort data shows increases in attainment in all curricular areas from P3 information, most notably a 16.1% increase in writing attainment and a 11.7% increase in attainment in reading. Increased focus for targeted pupils and high quality teaching and learning supported this cohort to make marked improvements.  P3 cohort data shows increased attainment in reading and writing over this year, compared to P2 attainment. For this cohort there has been a 5.5% increase in reading attainment and a 3.3% attainment increase in writing.  The P2 cohort also shows increased attainment in all recorded curricular areas from previous levels of attainment in P1, most noticeably a 14.3% increase in numeracy attainment. Using PEF to fund an additional 1.4FTE teachers have allowed for targeted groups, delivering high quality teaching and learning experiences to raise attainment.  Key Priorities:  School/ Nursery class/ASN provision   * Continue to embed attendance monitoring to increase levels of children attending school. * Continue to plan targeted interventions to support raising attainment with a particular focus on reading and writing. * Continue to increase teacher’s use of data to identify appropriate interventions for learners. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * SLT and all staff know children and families very well. SLT know staff well. * SLT are committed to promoting the school vision, values and aims and include all stakeholders in the creation and implementation of these. * The ethos and relationships between staff and children are relaxed, nurturing, friendly and respectful. * SLT have a clear rationale for the school’s continuous improvement journey. * All staff are committed to change which results in improvements for learners. * All staff are aware of the school’s priorities. * Almost all staff are clear on high expectations and set high standards. * SLT and all staff know children and families very well. SLT know staff well. * The Nursery Depute and staff are committed to promoting the nursery vision, values and aims and include all stakeholders in the creation and implementation of these. * All children benefit from nurturing relationships with practitioners which helps build children’s confidence and self-esteem. * All interactions amongst practitioners and children are consistently warm and supportive. Practitioners listen to children well and respond to their individual interests. * All staff are committed to change which results in improvements for learners.   Key Priorities:  School/ELC Nursery class/ASN provision   * School to engage in Young Leaders of Learning programme across authority to widen pupil leadership opportunities. Two teachers have offered to widen their leadership skills and develop this in King’s Oak. * Increase P4-P7 engagement with pupil voice opportunities. * Nursery children to become members of wider establishment committees eg. Pupil council and RRS groups * Introduction of house system into nursery |

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| 2.3 Learning, teaching and assessment **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * Staff’s knowledge of children’s needs ensures support is readily available and consistently in place when required. This is evident to support children both in their learning, socially and emotionally. * Across the school, the ethos and relationships between staff and children are relaxed, nurturing, friendly and respectful. Children show empathy for one another in class and around the school. Staff and children regularly demonstrate the school values which also include aspects of United Nations Conventions on the Rights of the Child (UNCRC). * Almost all children participate well in lessons. Enthusiasm and engagement in most lessons are positive. * Children experience high quality learning environments with a focus on play, inside and out in P1. This is developing at P2 and will continue to be embedded. * SLT and teachers capitalise well on pupil support assistants (PSAs) availability, to support children who require further help to engage them in their learning and to help them to be successful in tasks. * Children’s achievements in and out of school and nursery are recognised and celebrated, developing an understanding of knowledge of skills for life, learning and work. * Within the nursery class, children are actively involved in a balance of spontaneous play and well-planned, purposeful play. Real life contexts, such as woodwork and sewing and a wide range of high quality, open ended materials are used to extend and sustain children’s interests. This allows children to develop their creativity, resilience and independence. Children can confidently talk about their interests and learning. * Children experience high quality play environments inside and out in the nursey class.   Key Priorities:  School/ELC Nursery class/ASN provision   * Engaging with the Talk4Writing coaching approach to raise attainment in writing in session 23-24. * The development of a school library to increase Reading for Pleasure opportunities. * Staff professional learning and focus on emergent writing to raise attainment. * Increase practitioner knowledge and confidence in observing learning and making subsequent professional judgements linked to Inverclyde pathways and early level benchmarks. * Implementation of ‘I can’ toolkit within the nursery class. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * The consistent approaches taken to promoting and ensuring positive relationships are central to the school and nursery’s ethos. * The school and nursery class have created an environment where children feel safe, secure and recognise they are treated with respect. * Core and additional nurture provision provide learners with learning opportunities to support emotional regulation. This is supported across the whole school by the consistent use of the PAThS emotional literacy programme (nursery also). * All staff are trauma informed, drawing on the language and pedagogy of PAThS to support learners (school and nursery). * The inclusivity of the school and nursery class is visible and can be felt throughout the building. * All staff are knowledgeable about the context of the school and nursery class and provide a high level of pastoral care and partnership working which meets the needs of children. * The effective use of PEF to enhance and create provision to effectively meet needs of learners.   Key Priorities:  School/ELC Nursery class/ASN provision   * SLT (school and nursery) to engage with authority training to become a trauma informed and responsive organisation. * Continue to embed PAThS as part of planned Barnardo’s coaching programme (school and nursery). * Delivery of anti-racist education as part of wider assembly programme. |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Good** |
| Key Strengths:  School/ELC Nursery class/ASN provision   * All staff (school and nursery) confidently articulate the socio-economic profile of the children within the school. There is a clear rationale for the school’s use of their £172,800 allocation of Pupil Equity Funding; they plan effectively alongside their stakeholders to remove barriers to attainment. * Children across the school and nursery benefit from the provision of a wide range of engaging learning experiences. Children, parents, and staff value their contributions to the life of the school and nursery community. * High quality Targeted Interventions in place for children ensure children are making good progress from previous levels of attainment. * Children’s progress and attainment in literacy and English and numeracy and mathematics at second level is good. Data indicates that children’s levels of progress and attainment are recovering close to pre-pandemic levels at second level whilst at first level, recovery is still ongoing. * SLT are confident that teachers are continuing to use data to develop systematic and accurate overviews of attainment and to plan high quality interventions. * Almost all children at early level are developing independent writing skills through mark making. Most learners in P1 have achieved early level. At first level, the majority of children are developing well their ability to use vocabulary, sentence length and punctuation to vary the structure and content of their text. * Children’s progress and attainment at second level is good. Overall, most children read fluently at second level in a variety of different contexts. * Effective partnerships have been created to extend learning experiences and provide appropriate support to children and their families, with positive impact being observed and reported by parents and partners. * The ethos is inclusive and supportive, built on mutual respect and trust. Nursery practitioners confidently identify barriers and work collaboratively with families to reduce these, ensuring all children experience success. * The nursery class effectively use data and information gathered to track and monitor children to ensure equity and inform interventions. This is led by the nursery depute and EEL. * The learning environments, both indoors and outdoors, are stimulating, encourage creativity and the resources offered are carefully considered. This is resulting in consistently high-quality learning experiences for children. * The nursery class clearly understand the significance of what happens beyond their setting at home and plan individual settling packages dependent on the needs of the child.   Key Priorities:  School/ELC Nursery class/ASN provision   * SLT will further analyse and interrogate data to ensure that learners are making good progress from their previous levels of attainment. * SLT will track progress across the wider curriculum. * Continue to embed attendance monitoring approaches. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 2.6 Transitions  2.2 Curriculum | |
| Key Strengths:  School/ELC Nursery class/ASN provision  2.6 Transitions   * Transition arrangements ensure children and young people’s wellbeing is considered, planned for and supported with enhanced arrangements where required (nursery also) * There are clear, shared processes in place for the transfer of information about all children and young people’s learning and achievements across the curriculum. This is built into the WTA and children, young people and their parents and carers are actively involved in sharing views to support transition. * There are clear, shared processes in place for the transfer of information about all children’s learning and achievements across the curriculum as they transition to school. Children and their parents and carers are actively involved in sharing views to support transition. Parents are involved in the creation of care plans and next steps for all nursery learners. Children’s views are included. Initial learning in nursery is planned from initial care plans.   2.2 Curriculum   * School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum. * Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. * All practitioners have a sound understanding of the importance of play and their role in supporting children’s play experiences. * Planning for progression in children’s learning is in place and continuity and progression in learning is secured for children within and beyond the setting.   Key Priorities:  School/ELC Nursery class/ASN provision  2.6 Transitions   * Enhance early level working to support transition (school and nursery)   2.2 Curriculum   * SLT to create a curriculum rationale involving all stakeholders. * The language of skills development is explicitly used across the establishment. (nursery also) |

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| **Key Achievements of the Establishment** |
| * A successful HMIE inspection highlighted key strengths and affirmed next steps. * The continuation of play pedagogy at primary 1 has been extremely successful with most to almost all children attaining early level in every area. * The athletics team placed 2nd at the Gourock Highland Games in May. * P6 placed first in their Group Verse Speaking performance at the Inverclyde Music Festival. P7 placed 2nd in the same category. * P4 placed first in their Group Verse speaking performance at the Inverclyde Music Festival. They were also awarded an outstanding achievement award for the best group verse performance across the festival. * Nursery – P3 shared a wonderful Nativity with our families, whilst every child in P4-7 took part in our Christmas Pantomime, parent feedback from this was very positive. * Local company Baxter-Storey have supported various initiatives across the school and nursery including the P7 run DYW café, the summer fete and the nursery celebration of learning. * Strong partnerships have developed between all school staff and children and the PAThS coach from Barnardo’s. * 74% of P7 learners achieved their SQA gold award. 11 of these were supported by CLD as part of a family learning initiative. * 15 learners in P7, completed the Active Schools Playmakers programme * One member of teaching staff engaged with IOC and undertook a successful practitioner enquiry as part of this project. * As an active member of our wider community we took part in Maths Week, Mental Health Awareness week and celebrated World Book Day. * Our anti-bullying charter was created through collaboration with all stakeholders. * Our P6s have built relationships with our new P1 cohort, preparing them to be P7 buddies next session. * P7 learners enjoyed a residential experience in Sports Scotland Largs, with a large health and wellbeing focus. * The Word Aware programme was embedded in the nursery class. * McMillan Cake and Catch up in October * Fashion show and cake in April * Nursery Celebration of Learning was extremely well attended and feedback was positive. * Parents gathered support from the wider community to fund and provide a P7 Oscar themed prom. |