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| **Saint Andrew’s Primary School**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| St. Andrew’s currently has 191 pupils.  60 of these pupils have GIRFEC plans.  5 are categorised as Universal  9 as Enhanced Universal  44 as Collaborative  2 as Enhanced Collaborative and  1 has a Co-ordinated Support Plan.  As 72% of our pupils live in SIMD areas 1 & 2 and another 10% in SIMD area 3 we have a whole school Raising Attainment for All agenda. Any gap between SIMD 1&2 and 3-10 is not statistically reliable due to the very small numbers of children in the higher SIMD bands.  **Our Establishment**  **Vision**  Working together we aim to ensure an active, fun education which enables learners to use their God-given talents in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew’s child.  **Our School Values:**  In St. Andrew’s we:  **Take responsibility for our actions and act responsibly Show kindness to others Respect ourselves and other people – and the world. Be honest Aspire to do more and to be more!**  **Our Aims:**  We strive to provide the highest quality learning and teaching. We aim to ensure that all our children attain their full potential, making constant progress and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.  **We aim for our pupils to be:**  SUCCESSFUL LEARNERS by providing the highest quality learning and teaching to ensure all our children achieve their potential  CONFIDENT INDIVIDUALS by encouraging self-respect, ambition, and a sense of physical, mental and emotional well-being with secure values and beliefs and by valuing and celebrating each child’s attainment and achievement.  RESPONSIBLE CITIZENS by developing and fostering positive attitudes and skills for all pupils enabling them to have respect for themselves and others. We aim for our pupils to know and be proud of Scotland and our culture and to explore the culture of other countries.  EFFECTIVE CONTRIBUTORS by encouraging enterprising attitudes, resilience, independent learning skills and the ability to work as part of a team.  We aim to get it right for every child and provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.  We are proud to be an ongoing part of the Scottish Government’s Attainment Challenge to increase the life chances and tackle the attainment gap of those less well off in our country. Around 72% of our pupils live within SIMD 1 and 2 and we have been part of the Attainment Challenge since it began. 51% of our pupils qualify to receive a Free School Meal and Clothing Grant (not from P1- 5 entitlement). |

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| **Establishment priority 1**:  **Improvements in Attainment, particularly in Literacy and Numeracy** | |
| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  Improvement in skills and sustained, positive school-leaver destinations for all young people  **NIF Driver**  Assessment of children's progress  School Improvement  School leadership | **HGIOS QIs**  1.1 Self-evaluation for self-improvement  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  2.2 Curriculum  **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  By June 2023 all pupils will experience greater consistency in the approach to their learning of reading skills and in how they apply these. This will be done through developing a whole school common, progressive and structured approach to the teaching and development of reading.  **PEF used to support closing the gap:**  CLPL Reading materials - £1000  Resource purchases £1000  Resources promoting and developing diversity, including library materials £5000  **Progress and impact of outcomes for learners:**   * DHT led staff group who researched current practice and advice on the teaching of reading. This group delivered professional learning to all teaching staff who created our school approach to the teaching of reading. * Staff survey feedback has recorded that CLPL sessions provided clear, shared understanding from all teachers regarding changes, plans and pedagogy to be used in our Reading practice. * This training was supported by the purchasing of a variety of reading materials for staff. * Agreed approach has been introduced to all learners and will be in place for consistent implementation from August 23. * Attainment in Reading shows an increase for the whole school of 0.5%. Every stage apart from primary 2 shows an increase for each cohort from the previous year. Primary 7 exceeded the targeted 5% improvement while Primary 4 and 5 fell just behind the targeted figure. * Primary 7 increased the number on track by 10% * Primary 6 increased the number on track by 0.6% * Primary 5 increased the number on track by 3.4% * Primary 4 increased the number on track by 4.3% * Primary 3 increased the number on track by 4.1% * Staff CLPL sessions highlight clear, shared understanding from all teachers regarding changes, plans and pedagogy to be used in our Reading practice. Learning observations show a level of inconsistency. Strengths and areas for improvement were noted and discussed with all staff. * Audit and evaluation of current practice in promoting and supporting diversity has taken place and library and teacher resources have been bought ready for use next session. Pupils had direct responsibility for choosing and recommending various novels and reading materials. | |
| **Next steps:**   * Appoint PEF-funded Principal Teacher to lead the implementation of our school approach to Reading and also ensure staff development in line with the Authority Literacy strategy. Using research from other schools and the National Improvement Hub, this is an effective method for change and improvement. * In-school training for all staff, including PSAs, to ensure continuous, consistent approach to reading throughout the school. * Review the resources available for CLPL and pupil use in line with our curriculum review. * Increased use of Pupil Voice activities to gather evidence of impact of approach to reading throughout school. * Principal Teacher, with HT and DHT, will monitor staff implementation of changes and ensure common approach. * Primary 7 pupils across the Cluster will have a shared novel study at the beginning of the year leading up to Black History Month. | |
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| **Establishment priority 2**:  **Closing the Attainment Gap between the most and least disadvantaged children and young people.** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS QIs**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability    UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcomes:**  By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P2, making daily use of outdoor areas.  All pupils will have daily experience of leading their own play as well as participating in adult led activities.  By June 2023 80% of pupils in Primary 1 and 2 will have learned in class alongside their parent (or similar).  **PEF used to support closing the gap:**  Additional PSA allocation to support Play - £18296 approx. (Additional back pay contingency - £4000)  **Progress and impact of outcomes for learners:**   * All learners in Primary 1 and 2 have accessed a play-based curriculum for their learning. Pupils can confidently speak about their choices and relate these to what they are learning. * All pupils in Primary 1 & 2 had the opportunity at some point to learn alongside their parent. When their own parent could not attend they worked with another adult. * Teaching staff questionnaire shows an increase in confidence for all practitioners in how they support and assess pupils through Play. * Tracking and Planning meetings have highlighted positive impact of pupil engagement in their learning. * PSA support ensured constant additional adult presence in Primary 1 and 2 classrooms to support progression and assessment of Play. * Play Focus Group regularly met to discuss and amend a shared planning format to support all learners. This has ensured a shared, common approach for all pupils in Primary 1 and 2. * Our Primary 1 and 2 classrooms were used on numerous occasions as models of good practice for the authority Play network by the CMOs. * Parents who attended class sessions commented on the increased awareness of what ‘play’ looks like as a learning approach and their awareness of the development of their child’s learning. * Primary 1 and 2 parents, through Parent’s Night feedback, were able to share that their children enjoy the classroom environments and were making good progress in their learning. | |
| **Next steps:**   * Increase opportunities for Stay and Play to at least one per term for all children in Primary 1 – 2/3 classes. * Explore Play/Investigative learning throughout the rest of the school. This has arisen from self-evaluation and feedback from staff, pupils and parents who are keen to see how we can develop our current good practice and use the high level of training received by some staff. This will include the developing use of Loose Parts. * Enhance use of Leuven scale to further assess pupil engagement – this has been used at times but a more consistent use will benefit all learners and staff. * Further develop teacher planning to reflect in-the-moment planning and assessment * Investigate the use of formalised Learning Journals for pupils and also to include parents. * Update school Play Policy in light of recent learning to support Play principles throughout the school. * Achieve the Scottish Play Award – a new initiative which we have expressed interest in. | |
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| **Establishment priority 3**:  **Improvement in Children and young people’s health and wellbeing** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the Human Rights and Needs of every young person and Child at the Centre of Education  NIF Driver  Assessment of children's progress  Teacher professionalism  School leadership  School Improvement | HGIOS QIs  3.2 Raising attainment and achievement  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  By June 2023, all pupils will be able to identify and exemplify at least 4 of the Wellbeing indicators and explain how the school meets these needs and what they do to try to meet their own needs.  **PEF used to support closing the gap**: N/A  **Progress and impact of outcomes for learners:**   * Assembly presentations throughout the year from classes focused on Wellbeing indicators after class teacher input * Pupil voice activities show evidence of pupil knowledge and understanding of indicators * Pre and post questionnaires show evidence of increase in pupil awareness and understanding of language of wellbeing indicators * Daily interactions with SLT indicate understanding of Wellbeing Indicators * All staff have positively reflected on their learning journey – evidence provided by staff discussion and feedback including during PRD discussions highlights the positive impact of training, leadership of the change and shared understanding amongst teaching staff. * Feedback and Evaluation of activities has highlight usefulness and intended impact of training. This is evident in the evolving use of restorative practice and language by all staff. * All staff have trialled Restorative approach including the script and shared and reflected on how to improve our use of them. * Pupil data in Wellbeing Assessments shows increased awareness and feeling of safety, respect etc. * Staff questionnaires show improved outlook and feedback is positive regarding feelings of happiness and support available.   All feel valued and like working here.  All feel supported to carry out their role.  All feel that Bullying is dealt with  Almost all feel that colleagues treat each other with respect – 2 were neutral on this but did not comment  Almost all staff believe that communication between staff and communication in general is good.   * There is a shared understanding of wellbeing amongst the children and the shared feeling of being safe and secure. The wellbeing indicators are an integral aspect of school life and are discussed/mentioned in conversations which also link to the Rights of each child. As staff have more detailed wellbeing assessment information we are all able to be respond better to the needs of each child and plan for specific interventions and support for the children. * The ongoing use of class and individual check-ins means that children feel listened to and cared about by the adults in our school. They can all identify a number of trusted adults that they know they can speak to. * Our curriculum has an increased focus on the explicit highlighting of the Wellbeing Indicators and we are continuing to develop children’s understanding of the UNCRC. * There has been increase in staff awareness and consistency of approach to promoting positive behaviour and relationships throughout the school. Staff have participated in focused professional learning which has greatly helped their understanding of the theory and philosophy of restorative approaches. This was further enhanced as the training was organised and led by their colleagues with great interaction throughout. The benefits are not only evident in the shared staff approach but we have also had positive impact on staff wellbeing and relationships. Staff feedback and reflection on the training and development within this priority has raised interesting school improvement possibilities including the introduction of a new emotional literacy approach as well as even greater pupil participation in school improvement priorities and assemblies. * Our approach of empowering the staff to deliver the training has been hugely successful and we have used a similar approach in our staff development activities regarding our Reading development work. The increased leadership opportunity for teaching staff has positively impacted other development priorities and is a great strength of our school this session. | |
| **Next steps:**   * Review and develop the planning/recording of Wellbeing Time (whole-class focus and targeted individuals). Leuven’s scale will be used to help provide assessment information.   + This will require staff training which we will deliver early in the session. * Continue with curriculum focus using the Health and Wellbeing Pathway * Continue with the highlighting of the wellbeing indicators for assembly and class input to ensure the language and recognition remains embedded * Introduce a whole school approach to developing emotional literacy – Emotion Works. This is PEF funded and will be led by our Nurture teacher with HT and DHT support. * Increased in-class and whole school focus on the United Nations Charter on the Rights of the Child. * To increase the children’s’ awareness and understanding of the UNCRC there will be increased focus on sharing understanding of how their various Rights are met throughout the school and curriculum. This will be an increased area for focus next session with and enhanced role for pupils to continue in their Ambassador roles. * In line with development and evolution of our approach to Play pedagogy we will explore ways to enhance outdoor learning at all stages in a structured, developmental way * Training as required for new staff and refresh for continuing staff in the use of Restorative approaches. * Educate Parents in what our restorative approach is. * Train pupils in the use of restorative conversations * Establish peer mediators at playtimes * Develop whole school progressive approach to check-ins for pupils. * New classes in August will establish a way for pupils to request a one-to-one check-in * Review the need for a Pupil Friendly version of Positive Relationships Policy to share with all pupils and parents as our Anti-Bullying Charter covers many of the same areas. * Charter for Catholic schools will be continuing focus for exemplification in displays and will provide opportunities for pupils to recognise the different aspects and suggest photos, activities they are part of etc. * Staff absences and changes to union reps meant that the staff consultation group didn’t get going. This will be established early next session with diary dates set etc. * Continue to empower staff to lead curriculum and school development by ensuring training, time allocation and support for each member. | |

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| **Establishment priority 4**:  **Improvements in Attainment, particularly in Literacy and Numeracy** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Assessment of children's progress  Performance information | HGIOS QIs  3.2 Raising attainment and achievement  2.4 Personalised support  1.5 Management of resources to promote equity    UNCRC  Article 28: (Right to education):  Article 3 (Best interests of the child): |
| **Outcome:**  By June 2023, all pupils will be able to identify and exemplify at least 4 of the Wellbeing indicators and explain how the school meets these needs and what they do to try to meet their own needs.  Average school attendance will be at least 94%.  By June 2023 at least 10 0f these 25 pupils will be on track in their learning – in both literacy and numeracy. They will also have an attendance rate higher than 90%.  **PEF used to support closing the gap**  Class teaching complement – approx. £60000 (Contingency for back pay - £3000) By employing an additional class teacher we were able to create 2 smaller Primary 7 classes as well as 2 smaller Primary 4 classes. Both age groups have significant levels of wider need such as ASN, Care Experienced etc. but with smaller class numbers these needs were more successfully met which made all children better prepared for their learning and we made significant gains on our stretch aims.  Additional admin hours – support attendance monitoring - £3500 approx. In order to continue to introduce and embed our administration processes around promoting attendance we were able to finance additional hours for one of our admin staff. This enabled these additional data handling and communication tasks to take place without impacting other admin duties.  Education resource subscriptions - £2500  Homework clubs – Supported Study - £3000 – although this was budgeted for, due to ongoing staff and pupil absences as well as the uncertainty around teacher strike action, we were unable to arrange this input. However, the children who would have been identified for support were included in Recovery groupings.    **Progress and impact of outcomes for learners:**   * An increasingly robust tracking system for attendance and more follow-up meetings with parents has made a positive difference to our attendance data. This has been led by the DHT alongside a member of admin staff. * Our Whole School average attendance figure is 90.1% which is lower than we targeted but is an increase from 2021-22. * Due to ongoing issues with attendance – in our school and nationally we have not reached our desired aims regarding the recovery and attainment of our lowest attendees. With specific focus on families and individual pupils with lower attendance we will aim to increase our overall attendance figure next session.   **Average attendance % by stage against BGE average**   * 11 Families -20 individuals were targeted due to their low attendance last session. * The majority - 6 out of 11 families, saw an increase in attendance. Two children in one family increased their attendance by 15% and 19% respectively. Their sibling by just under 10%. * Less than half - 4 out of 11- families showed small (between 0.05 and 5%) increase. * 1 family had a child whose attendance decreased further. * 3 families out of 11 increased their attendance to over 90% * Of the 20 targeted individuals:   2/20 = 90%+  13/20 = 80-90%  [6/20 = 80-85%; 7/20 = 85-90%]  4/20 = 70-80%  1/20 = <70%    Of the 20 individuals-  The majority (12) saw an increase in attendance;  7 stayed the same;  1 individual’s attendance decreased   * The Stretch Aims for St. Andrew’s Primary were met for all of our Primary 4 pupils in Numeracy (3/3) but not for both pupils in Literacy. These were ambitious aims which, although the learners showed progress they did not quite achieve the level yet. * In Primary 7 the Stretch Aims for St. Andrew’s Primary were met for 6 of the 9 pupils targeted in Numeracy but only 2 out of 9 targeted in Literacy. Within this they achieved some aspects but not Literacy overall. | |
| **Next steps:**   * We will continue to focus on Attendance as a whole-school priority. Our aim is for our average school attendance to be at pre-Covid levels of 94%. * We have identified 13 families who will be targeted for scrutiny and support regarding attendance to ensure increased levels for all of the children (20 children). * Raise attainment in Reading in:   Primary 2 by 8.2%  Primary 3 by 4.7%  Primary 4 by 8.2%  Primary 5 by 5.8%  Primary 6 to stay steady at 86.2%  Primary 7 by 3.7%  These are generally marginal gains but achievable. | |

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| **Additional PEF Spend – Cost of the School day** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  2.2 Curriculum  1.5 Management of resources to promote equity  UNCRC  Article 3 (Best interests of the child):  Article 31 (Leisure, play and culture): |
| **Spend: Total £7190 – Cost of the School Day**  **Progress and impact of outcomes for learners:**  In order to enhance the school experience of our current Primary 7 pupils and to utilise under-spend from last session we consulted with parents and decided to fund a residential trip to the National Sports Centre in Largs.  **Progress and impact of outcomes for learners:**   * Pupils in P7 experienced a fully funded trip to the National Sports Centre in Largs. (£7190). All pupils were able to access either a residential experience or daily visits. Pupils reported, through feedback and comments during the visit that the experience was enjoyable but also challenging. Parent feedback was very positive and the whole experience would have been outwith the current financial possibilities for most families. | |
| Next Steps:  We will continue to allocate a portion – 1% - of our budget to support activities or interventions regarding Cost of the School Day through discussions with pupils and parents. | |

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| Data |
| **Key Strengths:**   * Attainment in Primary 1 is good. We have embedded play pedagogy in this stage and developed planning and assessment procedures as a small team. Overall attainment levels for this year are increased from 21-22. * Attainment in Primary 4 shows increased levels in Listening & Talking, Reading and Numeracy. Pupils have benefited from rigorous planning, tracking and implementation of targeted interventions. * Primary 5 and 6 have maintained their already high levels of attainment with small gains in all areas. * Primary 7 have shown significant increases in their levels of attainment, particularly in Listening and Talking, Reading and Numeracy. Writing also shows an increase in attainment.   **Key Priorities:**   * In line with the local authority priority of developing Trauma informed practice and response we will develop our Health and Wellbeing staff training and approaches within the school. * Introduce new whole school Emotional Literacy program at all levels to further enhance and improve pupil strength in this area. * Further develop our whole school use of Wellbeing time to support targeted pupils using data from the Glasgow Motivation and Wellbeing Tool. * Embed our whole school approach to Restorative Practice including all staff as well as parents and pupils. * Appoint PEF-funded Principal Teacher who has focus on developing and embedding our school approach to improving attainment in Reading. We will use the authority Literacy framework to support our approach as well as staff development. * Create an Action Plan and begin implementation to enhance anti-racist elements across the curriculum. * Introduce our newly created whole school progressive planners aiming to ensure more consistent and wider coverage of all curricular areas. We are also engaging with the West Partnership to further develop this next session. |

**National Improvement Framework Quality Indicators**

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| 1.3 Leadership of change **Good** |
| **Key Strengths:**   * Teaching staff groups led major school developments in Restorative Practice and Reading development. They planned, delivered and participated in numerous CLPL sessions. * Staff group have developed Play pedagogy in Primary 1 and 2. Collegiate working has enhanced our practice. * All staff are involved in self-evaluation and school improvement planning.   **Key Priorities:**  **Strategic planning for continuous improvement**   * Continue with collegiate approach to school development and improvement, empowering all staff to lead and take significant roles in our professional learning wherever possible. * Further develop our school self-evaluation calendar including new suggestions to develop pupil voice and parental input.   **Implementing improvement and change**   * Principal Teacher to lead Reading improvement throughout school. * Nurture Teacher to deliver Emotional literacy development. * DHT will lead Trauma Informed sessions and reflections with staff. * HT and class teacher to work with West partnership on further review and exploration of the refreshed narrative around the curriculum. |

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| 2.3 Learning, teaching and assessment **Good** |
| **Key Strengths:**  **Learning and engagement**   * School values are discussed regularly and are focus for reward at weekly assemblies.   **Quality of teaching**   * Differentiation is commented on as a positive aspect of all learning observations.   **Effective use of assessment**   * Observation evidence and pupil voice activities highlight feedback as relevant and useful in all classes.   **Planning, tracking and monitoring**   * School has well established planning, tracking and monitoring procedures in place.   **Key Priorities:**  **Learning and engagement**   * Develop various Pupil Voice opportunities through reviewing class teacher timetables to provide time for increased leadership of groups. * Aim to develop the wider life of the school through extra-curricular activities, lunchtime clubs and participation in local competitions.   **Quality of teaching**   * Develop our whole school procedures concerning reading to ensure progression and consistency. * Introduce our curriculum planners for each stage and monitor and evaluate their impact. * Development of play/explorative learning throughout all stages. |
| 3.1 Ensuring wellbeing, equity and inclusion **Good** |
| **Key Strengths:**  **Wellbeing**   * Whole school focus on wellbeing indicators including the use of Glasgow Motivation and Wellbeing Tool creates individual assessment data as well as focused interventions for identified pupils. * Staff questionnaires report that all staff feel valued and enjoy working in the school. They also feel supported to carry out their role. * Children feel secure and able to discuss personal and sensitive aspects of their lives. This has been vital in issues relating to transgender issues and child protection concerns.   **Fulfilment of Statutory duties**  **Inclusion and Equality**   * Pupils, staff and parents worked to create our school Anti-Bullying Charter.   **Key Priorities:**  **Wellbeing**   * Introduce and begin authority Trauma Informed and Responsive training. * Introduce whole school Emotion Works program. * Embed Restorative approaches throughout the school including all staff, pupils and parents.   **Inclusion and Equality**   * Increase children’s opportunities to explore diversity and multi-faith issues with particular reference to racial equality and other protected characteristics. * Achieve Silver Level for Rights Respecting Schools. |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Good** |
| **Key Strengths:**  **Attainment in literacy and numeracy**   * Almost all age groups make increases in their attainment annually.   **Attainment over time**   * A range of assessment data is used by all staff to monitor progress and plan interventions and support as required for all learners.   **Equity for all learners**   * Careful tracking of vulnerable groups such as CECYP to ensure progress, high attendance and positive improvement takes place.   **Key Priorities:**  **Attainment in literacy and numeracy**   * Further increase attainment levels in Reading through embedding improved teaching of reading at all stages.   **Overall quality of learners’ achievement**   * Carefully track and monitor all pupil achievement to better record outside achievement and in-school achievement across the curriculum. * Increase participation in the local and wider community. * Improve opportunities for pupils to participate in decision making activities across the year. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 2.2 Curriculum | |
| **Key Strengths:**   * Small staff team analysed the curriculum offer and planned to improve this, * Pupils and staff carried out an audit of our school library and recommended books to enhance the diversity of characters available to read about.   **Key Priorities:**   * Introduce and embed new curricular planners for all stages from August 2023 * Engage with West partnership Curriculum refresh program   The main focus for this work is  **Development of the curriculum**  **Learning pathways and**  **Skills for learning, life and work.** |

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| **Key Achievements of the Establishment** |
| This year we had a very successful partnership with our CLD worker. She was a regular presence in our school and led parent and pupil sessions on cooking as well as working alongside the Attainment Challenge librarian to deliver a very successful Reading for Pleasure project with Primary 3 and their parents.  Our new Barnardos Family Support Worker has established a regular Parent drop in session which is attended by various parents. She was able to support and advise some of our Primary 7 pupils regarding transition.  Working alongside ICOS and Home Link, as well as our cluster High school we established a very thorough and successful extended targeted transition programme for a group of identified pupils. This has supported them very well and prepared them for moving on.  Primary 7 participated in a series of outdoor learning experiences organised with Broomhill Hub and the Rangers from Cornalees. These sessions took place at the Cut Centre as well as in our school grounds.  We held a very successful, and really enjoyable, Expressive Arts week for the whole school in May. This culminated in performances from all classes as well as an art showcase for parents.  As part of this week Primary 6 undertook a course in digital music creation with Sonappa music. All Primary 6 pupils created their own piece of music, learning many digital composition skills.  Our Depute Head organised and led regular parent discussion sessions where they shared ideas for school improvement which we have been able to implement already e.g. arranging parent sessions for 9am at pupil drop-off.  Our pupils asked, and voted for a return to staying in the playground until 9am rather than the soft start we had introduced during Covid restrictions.  As part of the local Food for Thought project we have had a weekly community fridge/food larder available to all parents and the community. This will continue after the summer.  We run a successful school uniform bank as well as a parent and child book swap which are both increasingly popular. |