**St. Andrew’s Primary School**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment**    **St. Andrew’s currently has 192 pupils**  **Vision**  At the centre of our work is the good and benefit of every St. Andrew’s child.  We work together to ensure an active, fun education which enables learners to use their God-given gifts while developing and nurturing new ones. Our aim is for all our learners to fulfil their potential in every way.  **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 try to ensure that all our children attain and achieve their full potential 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 attitude, resilience, independent learning skills and the ability to work as part of a team.  We aim to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.  We are proud to be 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 77% of our pupils live within SIMD 1to 3 and we have been part of the Attainment Challenge since it began. 45% of our pupils qualify to receive a Free School Meal (not from whole school entitlement). |

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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  School Improvement  Parental engagement  School leadership | HGIOS/ELC QIs  1.3 Leadership of change  1.2 Leadership of learning  2.3 Learning, teaching and assessment  2.5 Family learning  3.2 Raising attainment and achievement  UNCRC  Article 3 (Best interests of the child):  *Article 29 (Goals of education):* |
| **Outcomes:**  We aim to increase this to a whole school average of 92% by June 2024.  By June 2024 we will raise attainment as follows:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | **Achieved** | **Writing** | **Achieved** | **Numeracy** | **Achieved** | | P2 | by 8.2% from 79.2% to 87.4% | 84% | By 8.2% from 83.3% to 91.5% | 88% | By 4.1% from 91.7% to 95.8% | 96% | | P3 | by 18.8% from 61.9% to 80.7% | 48% | By 18.8% from 61.9% to 80.7% | 44% | By 4.7% from 81% 85.7% | 59% | | P4 | by 8.2% from 70.8% to 79% | 72% | By 4.1% from 66.7% to 70.1% | 68% | Steady at least at 70.8% | 72% | | P5 | by 5.8% from 81.8% to 87.6% | 85% | By 14.5% from 69.7% to 84.2% | 76% | By 8.7% from 78.8% to 87.5% | 79% | | P6 | steady at least at 86.2% | 83% | By 3.4% from 86.2% to 89.6% | 83% | Steady at least at 82.8% | 83% | | P7 | by 3.7% from 80% to 83.7% | 85% | by 3.7% from 80% to 83.7% | 85% | By 7.4% from 72% to 79.4% | 81% |   **PEF used to support closing the gap:**  PEF funded Principal Teacher to lead, model and support all practitioners - £70,518. Principal Teacher utilised the Inverclyde Literacy Framework to embed consistent and progressive reading practices throughout the school. Through the Silver Reading School Award, the Principal Teacher led the school in creating a reading culture to enhance children’s reading for pleasure. Principal Teacher engaged with parents to encourage at home reading and increase families understanding of the reading experiences that are on offer in St Andrew’s Primary School.  **Progress and impact of outcomes for learners:**  Attainment in Primary 2 was slightly lower than targeted in Reading and Writing but we achieved our target in Numeracy. Attainment in all three did increase.  Attainment in Primary 3 was significantly lower than targeted. This group have a high number of pupils on specific support pathways and have not made expected progress. They will be targeted for interventions next session.  Attainment in Primary 4 was slightly below the targeted levels in Literacy but exceeded our target in Numeracy. This group had changes in their total number throughout the year with New Scots arriving and leaving the cohort. Attainment stayed constant.  Attainment in Primary 5 was lower than our targets. There are a number of pupils in this cohort who have new diagnoses of health issues as well as number experiencing emotional issues. Reading and Writing did increase where Numeracy held steady.  Attainment in Primary 6 was just below our target for Reading and Writing and slightly exceeded our Numeracy target. This group had an increase in the class number, which was made up of new Scots with limited language.  Attainment in Primary 7 exceeded all of our targets, increasing in all areas.  Our overall attainment for the school has increased in Reading, Writing, Literacy overall and Numeracy.  Our whole school average attendance is currently 91.3% which has not hit our ambitious target but is an increase of just under 2% which is significant.  Using the Self-evaluation tool from the Inverclyde Literacy Framework highlighted staff CLPL needs. PEF PT delivered bespoke training and support to staff (including PSAs) to develop and enhance confidence and consistency in staff delivery of teaching in reading. Post-evaluation showed an increase in teacher understanding. Classroom observations showed consistency in approaches.  Reading School Silver Award has been achieved highlighting the increased opportunities for reading and also the greater confidence in the pupils and their own perception of themselves as readers.  Throughout the year various opportunities were available to families to participate in the life of the school. Across all events, 70% of our pupils had a family member attend at least one event. In Primary 1 – Primary 2/3 this figure was 91% attendance. These events included whole school Reading Events, Numeracy Day and an Expressive Arts gallery.  Over and above that figure, each class also hosted an Emotion Works Workshop, which was very well attended.  Events focused solely on reading had a 55% attendance across the whole school; participation in Book Week Scotland activities, World Book Day and Library Parental Engagement sessions. Parents completed evaluations following these events.  Parents evaluations showed that:  \* they enjoyed having the opportunity to see the children participating in reading activities in the classroom,  \*to explore the books that we have in the library, and  \*learning how best to encourage reading at home.  A common theme running through parent’s feedback was that online reading books, through Rising Stars, was not always accessible – we have since reintroduced hard copies of books being sent home. One parent had commented that they enjoyed the library sessions last year and hoped that they would run again – a 4 week block was arranged for the P2/3 class and parents.  Class observations highlight greater consistency in shared approaches to the learning and teaching of reading skills.  Overall school attainment in reading increased by 3.7%. | |
| **Next steps**   * PEF funded Principal Teacher role will continue. She will work closely with the Head and Depute as well as all class teachers to deliver ongoing professional learning to enhance learning in all classes. This will include further work with support staff as well as in-class coaching and modelling. Renew and refresh the focus of our Principal Teacher to ensure ongoing progression in our approach to reading while also supporting the improvement of writing, Listening & talking. * Review our attendance monitoring and tracking procedures to ensure the time involved are significantly affecting improvement. * Continued analysis of data to identify pupil needs and to plan and implement interventions in Literacy and Numeracy. * Use PEF to add additional teaching complement to our staffing – this person will have a specific focus on raising attainment with targeted individuals and groups, working closely with SLT. * A renewed focus on Pace and Challenge, including ensuring deep understanding of what these mean and how they can be embedded into daily practice. * Continue to develop the moderation process to create a better understanding of what ‘Beyond Expectation’ looks like and how to challenge learners further to achieve this. | |
| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School leadership  Teacher professionalism | HGIOS QIs  1.2 Leadership of learning  1.3 Leadership of change  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 3 (Best interests of the child):  *Article 12 (Respect for the views of the child):* |
| **Outcomes:**  All learners will engage with the Emotion Works cog approach to emotional literacy throughout their learning experiences across the curriculum.  All pupils will show an increase in their awareness, understanding and ability to vocalise their emotions. Use of the Baseline and Follow-up assessment will support this.  All staff will assess themselves as feeling more informed concerning trauma and more able to respond appropriately to needs.  **PEF used to support closing the gap:** Purchase of Emotion Works whole school program - £2645  **Progress and impact of outcomes for learners:**  The authority Single Agency planning approach is in place throughout the school and has been used as our paperwork and approach throughout the year. Our newly appointed Depute has received information and explanation of this and is also familiar with it and will use the approach next session.  All classes have presented Emotion Works assemblies to the school and families which highlight and display their learning of each cog. Discussions with pupils show increased ability to share and discuss emotions, triggers and various aspects.  Follow-up pupil questionnaires showed an increase in vocabulary for each class.  SLT have introduced the use of cog diagrams as part of restorative conversations with individuals and groups.  Most children are able to make sense of an emotional event, simultaneously unpacking the different aspects of their emotion while maintaining an overall grasp of the bigger picture. They can confidently discuss their feelings and emotions and have a deeper understanding of triggers, body sensations, influences and regulation strategies.  All staff have undertaken authority training modules in trauma informed practice. Reflection and discussion sessions have taken place which enable sharing of learning and understanding as well as opportunities to discuss what trauma looks like in our pupils and strategies we can use to support our pupils even better.  Teaching staff confidently contribute to TAC meetings and help review wellbeing strategies in place.  Weekly time is given (during Monday assembly) for teachers and PSAs to share wellbeing information and updates concerning pupils. This sharing of information ensures all adults working with children are aware of situations and needs regarding all pupils.  Increased use of Pastoral notes ensures quick, confidential and accurate sharing of information amongst staff.  Pupils are aware of Restorative approaches and try to work within the structure.  Glasgow Motivation and Wellbeing Profile results show improvement for the majority of pupils. Our Wellbeing Wednesday approach where individual pupils are targeted for support in specific areas by the class teacher shows improvement for the targeted children due to the focus for support.  Most classes show increases in scores for all four areas – Affiliation, Agency, Autonomy and Healthy & Safe.  Pupil discussions highlighted a thorough understanding of our Anti-Bullying Charter and, alongside the introduction of our new ‘Eyes’ reward system we decided not to revisit the pupil friendly Positive Relationships document. | |
| **Next steps**   * We will engage with The Promise Award to ensure our CEYP get the support they require and to ensure they are fully involved and have a voice in their learning. This will include a more robust, shared tracking of attainment and attendance system. * Ensure greater voice of pupils, especially involving ASN and to support planning. * Review our use and approach to Wellbeing Wednesday to ensure we have a whole-school approach where robust plans to support pupils. * Develop and deliver the next part of our Trauma Informed and Responsive training and development as a result of a self-evaluation exercise. * Review our approach to Restorative Practice to share with parents. | |

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| **Establishment priority 3** | |
| 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  School Improvement  Parental engagement | HGIOS/ELC QIs  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability  UNCRC  Article 31 (Leisure, play and culture):  *Article 3 (Best interests of the child):* |
| **Outcomes:**  By June 2024, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P3/4, 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 2024 90% of pupils in Primary 1 – 3/4 will have learned in class alongside their parent (or similar).  By June 2024 all pupils at all stages will have weekly access to play/investigative learning opportunities.  **PEF used to support closing the gap:** Additional PSA allocation (0,2FTE) to support Play - £3452.76  **Progress and impact of outcomes for learners:**  Due to changes in staffing we were able to keep the PSA in post but reduce the amount of PEF required to around £1600.  All stages have explored and increased their knowledge and awareness of play pedagogy and exploratory learning. Staff and pupils have commented on the increased opportunities for investigation as well as their growing awareness of the skills they are using and developing.  Our involvement with the West Partnership Curriculum Development project did not fully involve the content we had expected. Alongside staffing changes throughout the year we had to change our targets at various points. While we did not review our Play Policy due to this it will be a core activity next session in our participation in the Play Scotland Award.  Across Primary 1 to 2/3 91% of parents have engaged with at least one learning activity with their child at some point in the year. Pupils have had a greater variety and number of opportunities to work alongside and share their learning with their parents.  Overall 70% of parents across the school shared their child’s learning in an assembly or in their classroom on at least one occasion.  Unfortunately our authority do not have a Learning Journal resource that we are able to use. Our ongoing review and awareness of staff workload also discouraged us from taking on this time-heavy process.  As part of our ongoing self-evaluation process we will audit and evaluate our school approaches to learning and teaching in numeracy/maths. | |
| **Next steps**   * Using the Play Scotland award as a focus we will develop staff skill and understanding of play beyond early and First level with regular opportunities for pupils to be involved in exploratory/project based learning. * The award begins with a detailed audit and the creation of our Action Plan – this will be the initial focus. | |

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| **Establishment priority 4** | |
| 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  School Improvement  Teacher professionalism | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  2.2 Curriculum  UNCRC  Article 4 (Protection of rights):  *Article 12 (Respect for the views of the child):* |
| **Outcomes:**  All pupils will engage with our new curriculum planners by Christmas 2023 to introduce our more structured coverage of the curriculum.  All pupils, in stages, will contribute to collaborative planning activities for Terms 3 and 4 along with staff.  All pupils will experience at least 1 specific learning focus based on anti-racist themes.  All teachers will receive further training in Moderation and participate in West Partnership Moderation events. Pupils will benefit from increased focus on assessment of Listening and Talking and an area of Beyond Number.  **Progress and impact of outcomes for learners:**  Primary 7 pupils experienced a shared learning experience with their Cluster peers through using a common novel. This also linked to learning concerning the Slave Trade and Black History month which increased pupil awareness of many historical events and societal norms in the past and also the need to challenge and change these.  All pupils have experienced a more varied, planned range of learning experiences across the curriculum.  All staff used the new planners and commented positively on the content, structure and the flexibility of being able to incorporate their own planning and choices for two blocks.  Pupil feedback regarding learning across the curriculum highlights their awareness of the various elements/organisers of the curriculum and their increased enjoyment of the greater variety of learning available. This involved pupil voice activities as well as our ‘Question Wall’ where pupils responded to a weekly question concerning an aspect of school life – including their ‘wants’ for different subjects as well as other questions. Their comments have given us useful information which is being incorporated into our updated Rationale and, next session, we are reintroducing science as part of our RCCT next session.  We have gathered pupil, parent and staff thoughts and opinions concerning our curriculum rationale and focus through various activities (questionnaires, review of current documents etc) and this will be collated early in Term 1 of 2024-25 and be shared with our school community. | |
| **Next steps**   * Our Cluster will develop their shared approach to enhancing understanding of Equalities by having a different Protected Characteristic as the focus for a Primary 6 novel study next session. * We will aim to appoint an Equalities co-ordinator from outwith the SLT and carry out a self-evaluation audit concerning Equalities to create an Action Plan for improvement. * Create a visual representation of our Curriculum Rationale to share with our school community. | |

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| **Data** |
| **Key Strengths:**     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | June 2023 | Overall  2024 | SIMD  1 + 2 | SIMD  3 - 10 | Gap | Comments: Overall/Stages | | Talking & Listening | 88.5 | 87.0 | 88.7 | 93.2 | 4.5 | slight dip | | 88.2 | 91.1 | 2.9 | June 2023 | |  |  |  | **+0.5** | **+2.1** |  | **Change from 06/23 to 06/24** | | Reading | 74.9 | 78.6 | 78.2 | 84.1 | 5.9 | increase by 3.7% | | 74.3 | 80.0 | 5.7 | June 2023 | |  |  |  | **+3.9** | **+4.1** |  | **Change from 06/23 to 06/24** | | Writing | 69.6 | 76.6 | 74.4 | 84.1 | 9.7 | increase by 7.0% | | 66.9 | 77.8 | 10.9 | June 2023 | |  |  |  | **+7.5** | **+6.3** |  | **Change from 06/23 to 06/24** | | Literacy Overall | 67.5 | 75.5 | 73.7 | 86.4 | 12.7 | increase by 8.0% | | Not available | | | June 2023 | | Numeracy | 74.3 | 81.3 | 79.7 | 84.1 | 4.4 | increase by 7.0% | | 73.5 | 77.8 | 4.2 | June 2023 | |  |  |  | **+6.2** | **+6.3** |  | **Change from 06/23 to 06/24** |  * As highlighted, we continued to have a focus on recovery which has led us to increased levels of attainment in Primary 1, 4 and 7. Most of our cohorts outperform almost all others in our family group. * Overall attainment levels continue to improve year-on-year. * Our use of PEF to develop and enhance Reading throughout the school has enabled and increase in attainment overall for the school of 3.7% but for SIMD 1 & 2 this has increased by 3.9%. * Our data highlights an ongoing increase in attainment for our pupils in SIMD 1 & 2. However, our gap between 1&2 and 3-10 has increased in some cases as our attainment for pupils living in SIMD 3-10 is also increasing in line with our Raising attainment for All agenda. * We acknowledge we have further work to do with pace and challenge as well as identifying pupils Beyond Expectation but are building from a very strong and positive foundation. This session our increased focus on identification of pupils Beyond Expectation has had positive results. The differences are shown here.  |  |  |  | | --- | --- | --- | | **SIMD 1 & 2 Pupils assessed as Beyond Expectation (whole school)** | | | |  | June 2023 | June 2024 | | Listening & Talking | 3 | 6 | | Reading | 4 | 7 | | Writing | 2 | 7 | | Numeracy | 6 | 7 |   **Key Priorities:**   * Provide additional support for new Primary 4 cohort whose attainment is lower than our school average, especially in Reading and Writing. * Investigate and incorporate the strategies and learning in the Inverclyde Literacy Framework to improve Listening & Talking alongside Writing – while further improving Reading. * Ensure continued improvement in attainment for all groups in all areas. * Engage with the newly appointed Strategic Equity Leads as part of our ongoing improvement agenda. * Continue to engage with the authority Literacy Strategy as a core resource to support our CLPL for all staff as we focus on all areas of Literacy for improvement. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Good** |
| **Key Strengths:**   * Our warm, inclusive and nurturing environment ensures a sense of community is lived and experienced by all. * Our school community has a palpable sense of pride that is reflected in our interactions and the values of the school. Our parents trust us and work with us. * The whole school focus on wellbeing for both children and staff ensures that everyone feels safe and ready to learn. * The Senior Leadership Team have guided the strategic direction of wellbeing across the school which has allowed all stakeholders to have a better understanding of what the community needs. * The Senior Leadership Team create a climate where curriculum creativity is nurtured and staff feel supported to implement changes in the curriculum around different pedagogies like Play.   **Key Priorities:**   * With strong Senior Leadership we will continue to develop and improve learning and teaching in all curricular areas with particular focus in Literacy and Wellbeing. * The Senior Leadership Team will lead a review of Numeracy and Maths pedagogical approaches in line with current guidance and using a whole-school audit of current practice. * The three members of the Senior Leadership Team will have particular areas of responsibility for development and will lead staff teams in these priorities. Working together we will ensure maximum impact and pace of implementation. * In response to our current whole school consultation we will launch our revised Curriculum Rationale, Values, Vision and Aims. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * Our recent Authority Peer Review and our class observations recognise high levels of pupil engagement in varied and motivating learning experiences. * Questioning by staff and pupils is highlighted as of high quality and has been further improved by the dialogic development led by our Principal Teacher. * Play pedagogy is embedded at Early level and is clearly evident in Primary 2 with elements in Primary 3. * Increased opportunities for pupils to carry out experiential/exploratory learning tasks at all levels. This will be a specific focus next session.   **Key Priorities:**   * Using the Play Scotland award as a focus we will develop staff skill and understanding of play beyond early and First level with regular opportunities for pupils to be involved in exploratory/project based learning. * A renewed focus on Pace and Challenge, including ensuring deep understanding of what these mean and how they can be embedded into daily practice. * Develop the use of digital technologies exploring wider use in learning and teaching experiences. * Audit, review and create an Action Plan to enhance learning and teaching in numeracy, including digital technologies as well as formative assessment techniques. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| **Key Strengths:**   * Pupils are clearly tracked, planned for and supported in all areas of learning. * All staff promote positive relationships at all times – between adults and pupils. Our newly introduced ‘Eyes’ reward system is clearly enhancing pupil relationships, manners and motivation. * Our school nurture provision provides highly effective support for identified pupils. The tracking and planning used here will inform our ongoing recovery planning with our newly appointed teacher.   **Key Priorities:**   * Review the focus and procedures on the tracking of the attainment and attendance of protected groups. * Review our approach to Wellbeing Wednesday to ensure consistent approach and understanding to provide maximum benefit to pupils. * Ensure pupils have an increased involvement and voice in various aspects of school life e.g. ASN planning, school improvement. * Continue to develop whole school understanding of restorative approaches. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Good** |
| **Key Strengths:**   * We have a clear strategy for monitoring and improving attendance which has led to an increase in attendance this session by almost 2%. * We continued to have a focus on recovery which has led us to increased levels of attainment in Primary 1, 4 and 7. Most of our cohorts outperform almost all others in our family group. * Principal teacher has led staff development sessions including coaching and modelling inputs with all staff. This has increased consistency and continuity for learners as well as helping to raise attainment levels.   **Key Priorities:**   * The tracking and planning used in our highly effective Nurture provision will inform our ongoing recovery planning with our newly appointed teacher. * A renewed focus on Pace and Challenge, including ensuring deep understanding of what these mean and how they can be embedded into daily practice. * Continue to develop the moderation process to create a better understanding of what ‘Beyond Expectation’ looks like and how to challenge learners further to achieve this. * Renew and refresh the focus of our Principal Teacher to ensure ongoing progression in our approach to reading while also supporting the improvement of writing, Listening & talking. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 1.1 Self-evaluation for self-improvement | |
| **Key Strengths:**   * As a Senior Leadership Team we reviewed our ongoing self-evaluation calendar and activities to ensure they remain robust and manageable. * Our involvement with the West Partnership changed across the year due to staff movement and slight variations in what the actual off entailed. Our Primary 7 class were able to fully engage with Project Based Learning and all pupils and parents commented very positively on the process as well as the results. * Our new curricular planners were very positively received, used and evaluated by staff.   **Key Priorities:**   * We have an ongoing need to enhance our digital learning offer. Our work with pupils and parents concerning our Rationale etc. has highlighted the necessity of this. * Our Cluster focus next session concerns development of meta-skills for life and learning. * As a newly formed Senior Leadership Team we aim to continue the strategic work we have begun as well as remodelling the actual tasks of the members to create a more dynamic and shared responsibility for school management, development and improvement. |

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| **Key Achievements of the Establishment** |
| This year we achieved a number of recognised awards.  We started on our road to becoming a Rights Respecting School and achieved our Bronze Award – we have a plan in place which has already started to help us towards our Silver Award.  We achieved our Silver Reading Schools Award.  As part of our staff training and pupil learning we achieved our Emotion Works Silver Award.  For the second year running one of our teachers organised a whole school Expressive Arts Week which involved visiting staff from our Cluster High School and Active Schools. The week’s activities culminated in a concert involving all pupils singing and reciting poetry and a parent showcase where they visited to see the wide variety of artwork and pieces produced by their children.  As well as a very active Maths Week Scotland we celebrated National Numeracy Day with very well attended parent sessions where they visited pupil-led workshops in the hall before participating in in-class activities with their children.  Our continued participation in the Food for Thought project meant we had a weekly delivery of food which was available to the whole community. Through this fund we also had access to other funding to support families with fuel and food costs. |