

St. Mary's Primary School

Standards and Quality 2024-25



Context of the Establishment

Our Establishment

St. Mary's Primary is a denominational school which serves the west end of Greenock and also part of the central area of the town. We currently have 267 pupils over 10 classes, three of which are composite. 29% of our pupils reside in SIMD 1&2 and FME levels are 15%. 17% of our pupils can be identified as New to Scotland and 19% have a recognised Additional Support Need.

The staffing level allocated to the school this year has been 14.2 teachers (13.6 core and 0.8 PEF). The senior leadership team is made up of the Headteacher, one Depute Headteacher and an Acting Depute Headteacher upgraded through PEF(Substantive post as Principal Teacher). The school is also supported by eight pupil support assistants, three clerical assistants (one full time and two part-time) and the school janitor.

Our school is a well-established local landmark, which was opened in 1909 as a secondary school and refurbished in 1975 to create a primary school. The building has recently undergone an extensive modernisation and we now have a very modern, well-equipped building which is fit for education in the 21st century. All classes have use of our computer suite for learning core IT skills, access to a laptop caddy for IT across the curriculum and each class has an interactive smartboard. There is also a large dining hall and a separate hall for PE and assemblies. Outside, we have a multi-use games area (MUGA) and a play area with climbing frames and balance beams.

Vision and Values

In St. Mary's Primary School, we aim to develop the faith, knowledge and skills of all learners to prepare them to have a happy, successful and prosperous life in the 21st century.

As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and promoting the Gospel values. Through the support of our families, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children's lives.

Agreed Core Values

- Happiness
- Respect
- Kindness
- Ambition

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

Aims

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child's potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

Establishment priority 1: Developing Meta Skills and Developing the Young Workforce/ Play Pedagogy

<u>NIF Priority</u> Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in children and young people's health and wellbeing Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership Teacher professionalism Parental engagement	<u>HGIOS/ELC QIs</u> 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion 3.1 Ensuring wellbeing, equality and inclusion <u>UNCRC</u> Article 28: (Right to education): Article 31 (Leisure, play and culture): <u>Developing in Faith</u> Developing as a community of faith and learning
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Outcome:

1. By June 25, identified pupils potentially impacted by measures of poverty in P5-7 will have an increased understanding of how the skills they are learning in school can be applied in life, learning and work.
2. By June 25, all pupils will achieve all identified practical skill awards to be determined through collegiate working.
3. Throughout the year, identified group of potentially disengaged learners will see improved engagement in school through skill based learning activities.
4. Continued improved engagement in primary 2 through play based pedagogy and outdoor learning will result in all children continuing to progress at the national standard or beyond expectations by June 25.

Progress and impact of outcomes for learners:

Outcome 1,2 and 3:

A carefully planned collegiately calendar led to an increase in teachers' confidence across the school to lead developments which have led to a far more diverse curriculum within St. Mary's. Pupils are actively discussing Meta Skills throughout lessons and having the opportunity to learn a range of new skills for life, learning and work through new initiatives. These include woodwork, fire lighting, loose parts, outdoor learning experiences as well as through increased opportunities to learn new digital skills. As a result, identified pupils display an increased understanding of meta skills as well as increased engagement in school. In terms of outcome 2, we did not progress to practical skill awards as we identified as a staff that this would be in future improvement plans as we progress towards creating pathways once staff have completed training and introduced skills.

Outcome 4:

Play continued to develop into Primary 2 with more consistency in approach, supported by the newly developed 'Play: The St Mary's Way' policy. Primary 1 and 2 staff worked collaboratively to lead the approaches to play in the school which continue to support learners to progress with almost all learners who achieved Early level in Primary 1 then achieving the Primary 2 level by June 25.

Our HMIE found strengths within our work around Meta Skills, Play and Curriculum development. They have identified our approaches to the curriculum as being practice worth sharing more widely. Comments in the report included:

'Children in the early stages are motivated and engage well with play-based activities. Staff ensure that play based learning has a strong focus on literacy and numeracy allowing the children to develop further their knowledge and skills in these areas. Staff have developed learning environments and planned spaces well to support play.'

'Staff and children have planned and developed a rich and purposeful outdoor learning environment together. This supports children across the school to have regular, planned opportunities to engage in loose parts and outdoor play activities, for example cooking with the firepit. As planned, staff should continue to develop a progressive pathway to support this at each stage. The use of local environments and contexts is significantly enhancing and enriching children's learning experiences. This is providing children with valuable skills for learning, life and work. For example, using public transport to engage in learning at the local dockyards or walking along the promenade to learn about their local area. This is a major strength of the school.'

'Children's passion for their learning is encouraged by the successful and strong focus across the school on meta skills. Staff are successfully helping children to learn more effectively by giving them the tools to think, reflect and adapt. Almost all children are able to articulate which skills they are learning and describe how they use these. For example, curiosity and collaboration.'

'Staff have developed very effectively learning experiences which take account of local contexts. For example, children regularly visit or work with local businesses, charities and other organisations as part of project-based learning. As a result of this, children are developing well their skills for learning, life and work within their local community.'

'Staff celebrate and value children's achievements both in and out of school through class displays, assemblies, and the use of social media. Children speak confidently about the expanding range of meta-skills they are developing. Children develop these skills through increasingly creative planned experiences. Children also understand well how these important skills support their learning, as well as preparing them for life and work.'

Next steps

- Continue to develop Meta Skills using resources from Skills Development Scotland and begin to create pathways for new curriculum developments.
- Create a focus for World of Work with a coordinator taking this role forward.
- Progress Play Pedagogy into Primary 3 and continue to review the new 'Play: The St Mary's Way' policy.

Establishment priority 2: Upskilling in Reading and Writing and Targeted Support

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

Performance information
School leadership
Assessment of children's progress

HGIOS/ELC QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):
Article 29 (Goals of education):

Developing in Faith

Developing as a community of faith and learning

Outcome:

1. By June 25, the number of pupils who are Beyond Expectations in Reading and Writing and residing in simd 1-2 will increase by 9.4%
2. By June 25, targeted pupils in primary 3 who are behind expectations in reading and writing will move to on track leading to 94.2% achieving expected levels.
3. By June 25, targeted pupils in primary 4 who are behind expectations in writing will move to on track leading to 91.9% achieving expected levels.
4. By June 25, targeted pupils in primary 6 who are behind expectations in writing will move to on track leading to 100% achieving expected levels.
5. At the very least, all pupils who are currently on track and impacted by poverty will continue to progress as on track.
6. By June 25, targeted group of learners in Primary 7 will make more than a year of progress in numeracy.

PEF used to support closing the gap:

DHT Upgrade £7198.16
0.8 PEF Teacher- £50,312.7
Total: £57,510.86

Progress and impact of outcomes for learners:

We had a changing cohort of pupils at the beginning of the session 2024-2025 with 28 new pupils starting on top of our new primary 1 pupils. Attainment figures and targets therefore changed as a result.

Outcome 1:

While we did not achieve the target of increasing those who are Beyond Expectations in Reading and Writing and residing in simd 1-2 by 9.4%, we did increase it by 2.8% in Reading and 2.7% in Writing. We had a significantly changing school role last year with a large intake of new pupils in August across the entire school which impacted on previously predicted figures.

Outcome 2:

We did not achieve the targeted percentage, however, successfully moved pupils who were targeted on track in both reading and writing from behind expectations to on track. Again, the target set was not achievable with a changing cohort.

Outcome 3:

We did not achieve the targeted percentage, however, successfully moved pupils who were targeted on track in writing from behind expectations to on track leading to an increase of 2.7% for the cohort year on year. Again, the target set was not achievable with a changing cohort.

Outcome 4:

We did not achieve the targeted percentage. The target set was not achievable with a changing cohort. The cohort remained at almost all pupils working at least on track, with 30% beyond expectations.

Outcome 5:

We successfully supported almost all those impacted by poverty to at least make expected progress in the last session. Targets changed as a result of new intakes and support continued to be allocated as required.

Outcome 6:

Within the targeted group, the majority made more than a year of progress in numeracy. Significant additional support and increased pace and challenge led to this progress.

Next steps

- Continue to target learners for support to remove barriers, close any gaps and make progress in learning.
- Continue to target learners for additional challenge to exceed national expectations.
- Plan for developing approaches to mental maths to ensure a consistency in language, approaches and lead to an increase in pupils exceeding national expectations.

Establishment priority 3: Trauma Informed Practice

NIF Priority

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

School leadership
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
2.1 Safeguarding and child protection
2.7 Partnerships

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Developing in Faith

Developing as a community of faith and learning
Serving the common good

Outcome:

By May 25, most children will again indicate they are listened to, involved in decision making which affects them and are treated fairly in our school.

Progress and impact of outcomes for learners:

All staff received input on trauma informed practice as planned this session with one session still to be completed due to staffing changes resulting in the teacher leading taking up a new promoted post. This will be revisited in the next academic session to complete.

Pupils were supported following the use of termly wellbeing webs to self-assess their wellbeing. Strategies were identified and supports put in place as necessary to target need e.g. social groups for those identifying they don't feel included, clubs identified for those who don't feel active etc.

In questionnaires in April, almost all pupils indicated that:

- they feel safe in school
- they have someone to speak to if they are worried or upset
- they are treated fairly and with respect
- they are listened to
- they are comfortable approaching staff with questions or suggestions

Within 3.1 of our HMIE report, our work in this area was recognised as inspectors stated:

'Staff, children and members of the wider school community have worked together very effectively to establish a caring environment. There is a welcoming and nurturing atmosphere throughout the school. This atmosphere aligns well with the school's values of happiness, respect, kindness and ambition, all of which reflect the Gospel values. Relationships across the school are very positive. These relationships are crucial to the successful maintenance of the school as a calm, positive and respectful environment. As a result, children share a very strong sense of belonging to their school.'

'All staff ensure that the promotion of wellbeing is central to the daily life of the school. This is supported very well by a shared understanding of wellbeing and the wellbeing indicators across the school community. As a result, there is a common language of wellbeing which staff use effectively throughout the school. This supports children well to identify and discuss their wellbeing needs. For example, all children engage regularly in self-evaluation activities, check-ins and other tasks to help them identify strengths and challenges relating to their own wellbeing. Staff use this information responsively to plan and implement effective interventions to support children's wellbeing. For example, to change teaching strategies, help establish friendship groups or provide well-planned activities which provide emotional

support. As a result of these consistent and well-planned approaches, staff can evidence an overall improvement in children's wellbeing. Approaches to support and improve children's wellbeing are a major strength of the school. '

Next steps

- Continue to support the wellbeing of our pupils by responding as necessary and working with our local authority to take forward identified areas in school improvement planning.

Establishment priority 4: Pupil Leadership/Equalities

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School Improvement
School leadership
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
1.5 Management of resources to promote equity
2.2 Curriculum

UNCRC

Article 2 (Non-discrimination):
Article 12 (Respect for the views of the child):

Developing in Faith

Developing as a community of faith and learning
Promoting Gospel values

Outcome:

1. By June 25, pupil participation in decision making will be evidenced through changes made by pupil leadership groups.
2. By June 25, almost all children will be able to demonstrate their knowledge of the range of cultures in our school community and an understanding of the Global Goals.
3. By June 25, our Equalities Group will evidence the increased presence of diversity in our literature.

Progress and impact of outcomes for learners:

Outcome 1:

Our pupil leadership groups have met across the academic session 2024-2025 regularly, developed action plans for improvements within our school, taken steps to make change and evaluated progress at the end of the year. Real change is evident as a result of the developments. The following Pupil Leadership groups were taken forward and supported by staff:

- House Captains and Vice Captains
- Young Leaders of Learning
- Rights Respecting School Group
- Eco Group
- Sport Group
- Book Group
- Equalities Group

Pupil participation can be evidenced in action plans, minutes of meetings, events taking place across the year and accreditations received. This year we have received:

- Gold Rights Respecting School award
- Silver Reading Schools Award
- Gold Sport Scotland award

The impact of our Pupil Leadership groups were recognised through the 1.3 section of our HMIE report:

'Children lead important and successful changes across the school through a wide range of leadership roles. This is contributing to a strong sense of their own agency in, and ownership of, their school. Child-led leadership groups update all children regularly through house meetings and assemblies. House captains collect their members' views and share these on a planned regular basis with senior leaders. Children recognise and appreciate that their views are important, valued across the school community and acted upon. Staff facilitate effectively leadership groups for children in P5 to P7 which link directly to priorities within the school improvement plan (SIP). These leadership groups, such as the eco-group and young leaders of learning, have been instrumental in improving outdoor learning spaces. These changes are greatly increasing children's enjoyment of learning, as well as providing new and exciting learning

environments. Children are very proud of their key roles in supporting school improvement and are developing valuable citizenship skills.'

Outcome 2 and 3:

Across the school year, our Equalities Group and 3 Equalities Coordinators have reviewed and enhanced our literature to ensure diversity is embedded within our school library. They have also organised events and displays to represent the many cultures and nationalities within our school community. A very successful example of this is our St. Mary's Culture Day which had a significant impact on learners as evidenced through feedback pupils gave during our HMIE inspection and in the report:

'The school community celebrates very well its increasing diversity and promotes equality and inclusion for all. For example, children in the equalities group plan and lead the very successful Culture Day. Children are proud that pupils from six continents attend the school. Culture Day is one of the ways in which all children can celebrate their own cultures and share this with their peers. Children are also involved in initiatives such as Pilgrims of Hope. This supports them to understand how faith can connect groups of people across the world. Children learn in religious education about other faiths and people who do not have a faith. These activities support children to feel included, cared for and valued as part of the school community. These activities also increase children's confidence and understanding of diversity.'

We had a member of staff completing the BRL training this session with Education Scotland. Action plans have been created through this and will be taken forward within the Pupil Leadership group.

Next steps

- Continue with pupil leaderships groups in the next session.
- Create a Digital Schools leadership group to work towards a Digital Schools award.
- Within cluster plans, look to create progression of reading materials for consistency in 3-18 curriculum.

Data**Key Strengths:****Attendance**

Year	Attendance %	Attendance by SIMD			National % (can be entered manually)	Exclusions (Openings)
		1 & 2	GAP	3-10		
2024 - 2025	95.2%	94.5%	-1.1%	95.5%		0
2023 - 2024	94.8%	93.4%	-1.9%	95.3%		0
2022 - 2023	94.7%	93.4%	-1.7%	95.1%		0
2021 - 2022	91.7%	89.6%	-2.8%	92.4%		0
2020 - 2021	96.2%	95.5%	-1.0%	96.5%	94.0%	0

Overall attendance has consistently improved for the last 3 sessions. Our attendance continues to be above local and national average.

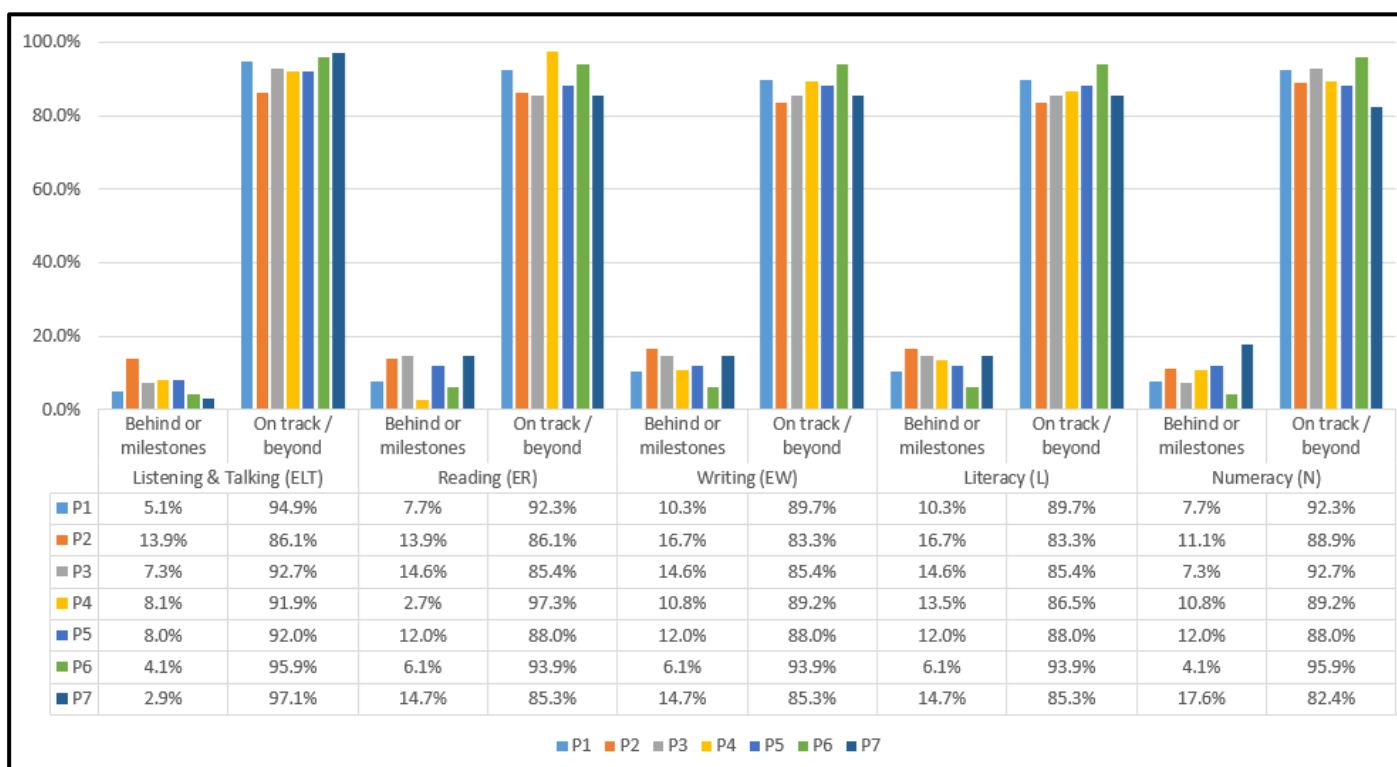
In session 2024-2025 we increased our overall attendance by 0.4%. We did this by raising attendance for those residing in SIMD 1-2 by 1.1% and for those residing in SIMD 3-10 by 0.2%. This resulted in a narrowing of the gap by 0.8%.

Overall Attainment

Overall School						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2024 - 2025	All	266	93.1%	90.0%	88.1%	90.4%
	1 - 2	78	89.5%	84.2%	81.6%	88.2%
	3 - 10	188	94.6%	92.4%	90.8%	91.4%
	GAP		-5.1%	-8.2%	-9.2%	-3.2%
2023 - 2024	All	245	97.1%	94.6%	92.1%	91.7%
	1 - 2	70	98.4%	93.8%	89.1%	89.1%
	3 - 10	175	97.1%	95.3%	93.5%	92.9%
	GAP		1.4%	-1.5%	-4.5%	-3.9%
2022 - 2023	All	258	94.6%	92.6%	90.7%	87.9%
	1 - 2	60	89.7%	87.9%	84.5%	81.0%
	3 - 10	198	96.9%	94.9%	93.4%	90.8%
	GAP		-7.3%	-7.0%	-8.9%	-9.8%

Overall attainment remained high for the school in 2024-2025 with almost all pupils achieving expected levels in Listening and Talking, Reading and Numeracy and most pupils achieving expected levels in Writing. We had a changing cohort of pupils at the beginning of the session 2024-2025 with 28 new pupils starting on top of our new primary 1 pupils. Attainment figures and targets therefore changed as a result.

Cohort Specific Attainment



- Almost all pupils are attaining at least expected level in Listening and Talking in all stages and most in Primary 2.
- Almost all pupils in Primary 1, 4 and 6 and most in all other stages are attaining at least expected level in Reading.
- Almost all pupils in Primary 6 and most in all other stages are attaining at least expected level in Writing.
- Almost all pupils in Primary 6 and most in all other stages are attaining at least expected level in Literacy overall.
- Almost all pupils in Primary 1, 3 and 6 and most in all other stages are attaining at least expected level in Numeracy.

Beyond Expectations

- 35.2% of pupils across the school are working Beyond Expectations in Listening and Talking.
- 37.2% of pupils across the school are working Beyond Expectations in Reading.
- 36.4% of pupils across the school are working Beyond Expectations in Writing.
- 31.8% of pupils across the school are working Beyond Expectations in Numeracy.

Key Priorities:

- Target pupils for challenge in order to move beyond expectations, particularly those impacted by poverty.
- Continue to develop robust targeted intervention support for pupils who are behind expectations and ensure support is aimed at children identified for stretch aims.
- Continue to ensure PEF is focussed on closing the PRAG, at both on-track level and beyond expectations level.
- Focus on Numeracy in next session to target further pupils for additional challenge.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Very Good

Key Strengths:

- The vision and values for the school has children at the centre, is ambitious and clear and has been co-created with all stakeholders following a wide consultation. It is fundamental in St. Mary's Primary and helped to shape our curriculum rationale which was devised through further consultation.
- High standards are set across the whole school in terms of effort, achievement, behaviour and conduct and recognised by the whole school community.
- Leadership is evident at all levels.
- All staff have an understanding of the social, economic and cultural context of the school.
- Staff and pupils are consulted and engaged throughout the process of change and space is created to allow for professional discussions.

Key Priorities:

- Develop further staff ownership of overviews of data about learners in order to have a holistic picture to support learners on their journey.
- Continue to maintain high standards of behaviour as well as provide ambitious opportunities for all pupils to achieve.
- Develop further opportunities for formalised practitioner enquiry which can be showcased by planning time in WTA and SIP next session.
- Continue to promote staff to showcase learning with colleagues from other establishments.

2.3 Learning, teaching and assessment

Very Good

Key Strengths:

- Positive relationships are evident across our school and at all levels leading to our pupils feeling safe, happy and ready to learn.
- We have a school community who are committed to Children's Rights and moved from silver to Gold level Rights Accreditation in less than a year due to the plethora of work and evidence available.
- We have highly engaged children who take ownership for their learning and participate fully in class.
- We have developed a culture where children are challenged and support is evident to ensure we meet all needs.
- All staff have a collective understanding of the features of an effective lesson in St. Mary's and have worked collaboratively to create "Teaching: The St Mary's Way".
- The improved use of digital technology to support and enhance teaching and learning is evident from early level through to P7.
- Assessment, tracking and moderation processes provide consistency across the school and ensure TPJ is supported by a robust data set.
- Staff are increasingly encouraging pupils to be actively involved in planning for learning with more opportunities for pupil voice.

Key Priorities:

- Continue to embed AiFL approaches and ensure lessons incorporate the features identified in our shared document.
- Create plans which utilise the skill set within staff to review and revise the expressive arts curriculum in the same way the digital technology pathway has been developed.
- Further support and develop cluster moderation activities to increase opportunities for all teaching staff to moderate across establishments creating even more consistency of understanding in standards.

3.1 Ensuring wellbeing, equity and inclusion**Very Good****Key Strengths:**

- Our whole school community puts all children at the centre and understands our responsibilities in Getting it Right for Every Child. We are a welcoming, nurturing and inclusive school where staff have an unconditional positive regard for our children.
- Children's Rights are important to everyone in our school community. We are a Gold Rights Respecting School and are extremely proud of this.
- We recognise and ensure children are active participants in discussions and decisions which may affect them.
- Our whole school has a shared language of wellbeing. All children use wellbeing indicators to self-evaluate and can identify how they feel they are supported in relation to them. This has helped to target support as necessary for pupils when an unmet need has been identified.
- We have effective processes in place to support transition across stages which have developed and continue to be reviewed to ensure effectiveness.
- All staff participate in professional learning which ensures they are up to date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children.
- Children and staff have a strong knowledge about inclusion, diversity and equality and will challenge anything they feel is not fair or unjust.
- GIRFEC processes ensure children with any unmet need receive the right support at the right time. Our DHT is highly effective in managing GIRFEC process and supporting staff to create, enact and evaluate plans.
- Outdoor spaces have developed over the last two years, driven by pupil leadership by our Young Leaders of Learning, and will continue to develop to allow for positive break times and opportunities for quality outdoor learning.

Key Priorities:

- Continue to celebrate the various cultures which are part of the St. Mary's School community and work to develop the curriculum to ensure we are representing all in it
- Work with the equalities committee to audit the Cost of the School Day and the impact this may have.
- Explore ways to raise all children's understanding of what it means to be a young carer and to identify and support children who may be young carers.

- Review anti-bullying policy in line with a newly developed authority policy and ensure language is in line with “Respect Me” definitions.

3.2 Raising attainment and achievement/Securing children’s progress

Very Good

Key Strengths:

- Attainment in St. Mary’s Primary has remained consistently high for the last three sessions.
- Our attendance levels are high and we apply authority policies and procedures to support individual and families to raise attendance.
- We track every child’s progress in Literacy and Numeracy rigorously while relentlessly aiming to improve outcomes for our learners.
- St. Mary’s Primary consistently exceeds local, national and comparator schools in all areas of Literacy and Numeracy.
- We are ensuring challenge and increased progress for learners in prior levels of attainment by working to ensure there is no ceiling on the learning taking place.
- Our shared Vision, Values and Aims contributed to the creation of our Curriculum Rationale in consultation with all stakeholders. This has led to a school improvement plan, staff training and long term vision for our school which is allowing for a wider range of achievements, opportunities for success in a far more diverse curriculum and skill development which will help to prepare our pupils *“to have a happy, successful and prosperous life in the 21st century”*.
- St Mary’s Primary School recognises the value and contribution the arts can have in supporting creativity, cognitive, social and emotional development and building confidence and self-esteem in our pupils. We utilise the art effectively to allow for personal development and achievement.
- We are an inclusive school. Every child is recognised as an individual and supported accordingly to have the opportunity to success and progress in learning.

Key Priorities:

- Continue to target added value by challenging learners, continuing to track progress rigorously and identify ways to provide further challenge throughout the school year.
- Look outwards by speaking with colleagues in our authority and in CHAPS trio of schools (OLM Primary East Ren and OLOP Primary Ren) to develop ways to track wider achievement.
- Create our own attendance policy using documentation and guidance from local and national policy.

Other quality indicators evaluated from 3 year plan

2.2 Curriculum: Theme 2 Learner Pathways

Key Strengths:

- Teachers make effective use of a variety of progression pathways to plan for learning.
- Staff have established strong partnerships with the local parish, which enhances the delivery of religious education within the school.

- The school community have worked together effectively in considering rights and their importance and this is reflected well in learners' curriculum experiences. Children are increasingly learning more about diversity, equality and challenging unfairness. Children are also developing a greater understanding of changing society and global issues.
- Staff have developed very effectively learning experiences which take account of local contexts.
- Children across the school regularly experience outdoor learning. Staff developed successfully the school playground into a creative and engaging learning environment. Children benefit from well-planned experiences in the playground and other outdoor spaces. Children also make positive use of a range of features in the playground at interval and lunch times.
- Children enjoy choosing books for personal reading from both class and school libraries
- Children benefit from regular opportunities each week to read for enjoyment, which is successfully supporting a greater enthusiasm for reading.

Key Priorities:

- Introduce language 2 to ensure 1+2 entitlements are met.
- Create progressive pathways for skill-based learning introduced alongside the Curriculum Rationale.

Key Achievements of the Establishment

- A fantastic report following our HMIE inspection with four Very Good grades.
- Sharing of our approaches to Curriculum shared more widely by HMIE through Education Scotland.
- Every child had the opportunity to perform at the Inverclyde Music Festival across a variety of events.
- First place trophies achieved for P1, P2, P4/3, P5, P7/6, our Country Dance Team in the competitive P6-7 section and our Choir winning both sections they entered.
- Second places for P3, P4 and P6.
- Top mark for Choir in the whole of the festival for our team.
- Top mark for Country Dancing in the whole of the festival for our P6-7 team.
- Meet the teacher event at the beginning of the year very well attended.
- Great efforts by all who attended Cross Country event.
- Netball team winning the Summer cup.
- Our choir winning the Robert Burns World Foundation National choral competition.
- Almost all parents attended both Parents' Evenings with positive feedback about the structure of it.
- A successful year for our boys football team and girls football teams.
- We had representatives at the Highland Games, Athletics events Rugby Festival and Boccia festival.
- Four fantastic, sold out shows at Christmas showcasing the singing, dancing and acting talents of all.
- Several of our pupils showcased their talents at cluster events such as the Notre Dame Cluster Music Concert.
- Five wonderful visits with our Christmas choir to local care homes to spread Christmas cheer.
- Catholic Education Week helped to focus our minds on the theme of 'Pilgrims of Hope' and started so well with an extremely busy P7 Prayer Breakfast.
- A lovely Advent Service led by Primary 4 to finish the term with the parish and family members.
- The whole school enjoyed a visit the Beacon Panto and class Summer trips
- Wonderful experiences and memories made at our two residential trips- P6 in Largs and P7 in Lockerbie.
- Primary 6 and 7 pupils had a wonderful day at the theatre to see Aladdin in the Theatre Royal.
- P6 and P7 had the chance to attend the Scotland v England SSFA match at Cappielow.
- Primary 4 celebrated the Sacraments of Reconciliation and First Holy Communion. Primary 7 celebrated the Sacrament of Confirmation. Both class displayed reverence and maturity as they celebrated.
- We had a successful Sports Day in June which was very well attended by parents.
- Leavers' Mass and Assembly was very well attended and received by parents.