



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 272 pupils over 10 classes, three of which are composite. 34% of our pupils reside in SIMD 1&2 and FME levels are 16%. 24% of our pupils can be identified as New to Scotland and 26% have a recognised Additional Support Need.

The staffing level allocated to the school this year has been 14.6 teachers (13.8 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 seven 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 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 two laptop caddies for IT across the curriculum and each class has an interactive smartboard. We have developed a STEM room for various activities including woodwork and coding and also have a school library developed through funding from our Parent Partnership. There is also a large dining hall and a separate hall for PE and assemblies. Outside, we have a multi-use games area (MUGA), a play area with climbing frames and balance beams and areas developed by our Young Leaders of Learning including a mud kitchen, loose parts, scooter track and role play areas.

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: Play Development into Primary 3, Numeracy Development Across the School and Narrowing the PRAG

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 leadership
Assessment of children's progress

HGIOS

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

UNCRC

Article 29 (Goals of education):
Article 31 (Leisure, play and culture):

Developing in Faith

Developing as a community of faith and learning

Outcome:

1. Play

Continued improved engagement in primary 1-3 through play based pedagogy and outdoor learning will result in most children continuing to progress at the national standard or beyond expectations by June 26. This will result in the following on track:

Primary 2

97.5% in Listening and Talking (increase of 2.6%)
94.9% in Reading (Increase of 2.6%)
94.9% in Writing (Increase of 5.2%)
94.9% in Numeracy (Increase of 2.6%)

Primary 3

94.6% in Listening and Talking (Increase of 8.5%)
89.2% in Reading (Increase of 3.1%)
89.2% in Writing (Increase of 5.9%)
89.2% in Numeracy (Maintained)

2. Numeracy

Most learners will demonstrate improved confidence in articulating their thinking in mental maths by June 26.

Improved confidence and consistency in approach will lead to pupils on track reaching:

94.9% in P2 (Increase of 2.6%)
89.2% in P3 (Maintained)
95.1% in P4 (Increase of 2.4%)
91.9% in P5 (increase of 2.7%)
88% in P6 (Maintained)
96.3% in P7 (Increase of 0.4% but include 4 new pupils)

3. PRAG

By June 26, targeted support and interventions will lead to increased progress and achievement for identified pupils residing in simd 1&2 which will result in:

94.7% on track or beyond in Listening and Talking (increase of 5.3%)
90.8% on track or beyond in Reading (increase of 6.6%)
88.2% on track or beyond in Writing (increase of 6.6%)
89.5% on track or beyond in Numeracy (increase of 1.3%)

PEF used to support closing the gap:

£28,366.71 0.4 Teacher + £7,806.97 0.4 Teacher who resigned end Nov + £9363.23 0.2 Teacher who started Dec

DHT Upgrade £7198.16

Total for staffing (included authority charges): £53,938.74

IDL to support reading and spelling: £399

3 year Sumdog subscription to support numeracy skills: £2814.16

Progress and impact of outcomes for learners:

1.

Observation data, teacher planning and evaluations demonstrate that play continued to progress this year into Primary 3. The school policy for play, "Play: The St Mary's Way" was developed over the last two school sessions and ensured that consistency was evident in session 2025-2026.

Primary 2		
	Target	Actual
Talking and Listening	97.5%	92.9%
Reading	94.9%	90.5%
Writing	94.9%	92.9%
Numeracy	94.9%	90.5%
Primary 3		
	Target	Actual
Talking and Listening	94.6%	94.7%
Reading	89.2%	86.8%
Writing	89.2%	86.8%
Numeracy	89.2%	86.8%

Due to the changing cohorts, targets have not been met apart from in P3 Talking and Listening but positively no children dropped from on track to behind expectation in any area of literacy or numeracy year on year for these cohorts. Progress was positive with 2 pupils progressing to on track in p2 in writing and 1 in talking and listening and 2 pupils progressing in p3 to on track in talking and listening and 1 in writing.

2.

Collegiate sessions and observations in term 1 focussed on approaches to mental maths. Staff specifically taught mental maths strategies over blocks before progressing into number talks looking at applying more than one strategy. Observations found children displaying more confidence and better articulation of thinking using this approach with staff changing the structure of numeracy lessons to include this consistently across the school.

As well as these approaches to staff training and delivery, we purchased a 3 year subscription of Sumdog to support learners in Numeracy using PEF. Research shows that an IT intervention is effective, particularly in numeracy, and this was identified after further research and discussions with colleagues as the best approach to target particular skills. This resource has been used effectively by staff to allocate tasks, additional homework and challenge activities on set outcomes being taught or identified as needing further revision and support.

Numeracy		
	Target	Actual
Primary 2	94.9%	90.5%
Primary 3	89.2%	86.8%
Primary 4	95.1%	95.5%
Primary 5	91.9%	86.8%
Primary 6	88%	89.3%
Primary 7	96.3%	92.5%

Across this academic year, 24 new pupils joined our school across Primary 4-7 which impacted targets set. As well as this, it was apparent that some targets were overly ambitious and focus was on making a minimum of a year of progress in the academic year for learners behind expectations. Similar to data in target 1, no children dropped from on track to behind expectations across the school.

3.

Targeted support has been coordinated and delivered by our PEF upgraded DHT and additional PEF teachers. This has been impacted across the year by staff absence and the resignation of an allocated 0.4 PEF teacher in November resulting in changed plans. Targeted pupils have been supported through interventions and ongoing support strategies to make progress with the aim to move on track or at least make a minimum of a year of progress in the academic year.

As well as targeted support of additional staff, we targeted support using the IT resource IDL in Reading and Spelling which was purchased by PEF. This ensures that learners identified as behind expectations or requiring additional reinforcements and support have an effective solution to use daily for overlearning.

PRAG		
	Target	Actual
Talking and Listening	94.7%	94.4%
Reading	90.8%	86.5%
Writing	88.2%	79.8%
Numeracy	89.5%	88.8%

While targets again changed due to the changing cohort, no pupils moved from on track to behind in Talking and Listening, Reading or Numeracy. Further targeted intervention is required in writing for learners residing simd 1-2 who need further input to move on track.

Next steps

- Identify pupils for targeted support in numeracy and create robust, measurable action plans to track progress.
- Create plans to target gaps in learning for pupils who are new to the school and behind expectations.
- Continue to progress approaches in mental maths with a focus on number talks to increase the number of approaches pupils can use to solve problems.

Establishment priority 2: Meta Skills and DYW

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people
Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism
School Improvement

HGIOS/ELC QIs

2.2 Curriculum
2.3 Learning, teaching and assessment

UNCRC

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

Developing in Faith

Developing as a community of faith and learning

Outcome:

1. Throughout the year, identified group of potentially disengaged learners will see improved engagement in school through skill based learning activities.
2. By May 26, 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.
3. By May 26, all pupils will achieve all identified practical skill awards to be determined through collegiate working.

PEF used to support closing the gap:

Kindle Fire Tablets: £1708.83

Sphero Indis, Kapla and Knex Sets: £1825.41

Progress and impact of outcomes for learners:

1&2.

A carefully planned collegiately calendar last session 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. This continued in this school year with a session to introduce den building skills.

This academic session, all teachers joined working parties to create progression pathways for the skill based activities introduced: woodwork, fire lighting, loose parts and den building.

Increasing digital technology and STEM resources through the use of PEF allowed us to develop a STEM room which has increased opportunities for creativity, collaboration, critical thinking and pupils leading learning. This has worked effectively alongside woodwork skills for independent learning and challenge activities which is demonstrating high levels of pupil engagement.

Pupils are actively discussing Meta Skills throughout lessons and have the opportunity to learn a range of new skills for life, learning and work through new initiatives.

As a result, identified pupils display an increased understanding of meta skills as well as increased engagement in school.

3.

Through collegiate working and working parties, it was decided that awards were not required as all pupils will be given the opportunity to develop the skills we have introduced.

Next steps

- Use planning pathways developed in this session to take structured approach to skill based learning introduced over the last two sessions.
- Introduce cooking skills using cooking stations purchased by Parent Partnership to incorporate another skill for life, learning and work.

- Continue to develop STEM room using pupil voice to guide activities and resources.
- Hold a World of Work event next session and link to our Curriculum Rationale, regeneration work in Inverclyde, practicals skills we have been developing and the Meta Skills.

Establishment priority 3: Health and Wellbeing

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
Parental engagement

HGIOS

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support

UNCRC

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

Developing in Faith

Developing as a community of faith and learning

Outcome:

1. By May 26, almost all children will again indicate they are listened to, involved in decision making which affects them and are treated fairly in our school.
2. By June 26, our attendance rate will increase by 0.1 to 95.1% and the gap between simd 1-2 and simd 3-10 will narrow to under 1.0
3. By May 26, almost all pupils will recognise the Respect Me definition of bullying and will indicate that either they have not experienced bullying or that it has been dealt with appropriately.

Progress and impact of outcomes for learners:

1.
In an end of year questionnaire, almost all learners indicated that the school listens to their views and almost all learners said the school takes their views into account when making decisions. 87% of learners said they are treated fairly and with respect by adults with almost 12% answering don't know. This would indicate that further discussion around this question is required to find out why this number have answered "don't know".
2.
Our attendance continues to remain high and above local and national average. We also remain above our family grouping. Despite continuing to focus on applying the Inverclyde Attendance Policy and successfully creating our own policy, attendance this year dropped by 0.3% from session 24-25 and the gap increased by 0.2%. Attendance continues to show an overall positive picture for the school with this year achieving our second highest average in the last 5 years and second lowest gap.
3.
Every class in the school participated in Anti-Bullying Week in November as we worked to create an understanding of the new national definition of Bullying. We worked to create a new policy this session with a launch in March marked by a whole school assembly and a newly updated charter agreed with pupils, staff and parents. The key changes that bullying could take place in an individual event and that all bullying accusations would be investigated and recorded is understood across the school community. In questionnaires, almost all learners said that the school either deals well with bullying or they have never experienced it.

Next steps

- Continue to apply Inverclyde and School Attendance policies and target support for specific families with trends of low attendance.
- Develop a school Equalities policy and engage with Inverclyde Equalities Network for support.

- Continue to progress pupil leadership opportunities and give a forum for pupil voice to make positive changes.

Additional PEF Spend

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS QIs

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

UNCRC

Article 31 (Leisure, play and culture):
Article 29 (Goals of education):

Spend:

Spends to reduce 'Cost of the School Day' and include learners in activities/trips: £767.20

Next Steps:

- Continue to support children to participate in activities/trips and remove barriers for them.

Data

Key Strengths:

Overall School Data:

Overall School Data						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026	All	272	94.4%	90.7%	86.6%	90.7%
	1 - 2	93	94.4%	86.5%	79.8%	88.8%
	3 - 10	179	94.4%	92.7%	89.9%	91.6%
	GAP		0.0%	-6.2%	-10.2%	-2.9%
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%

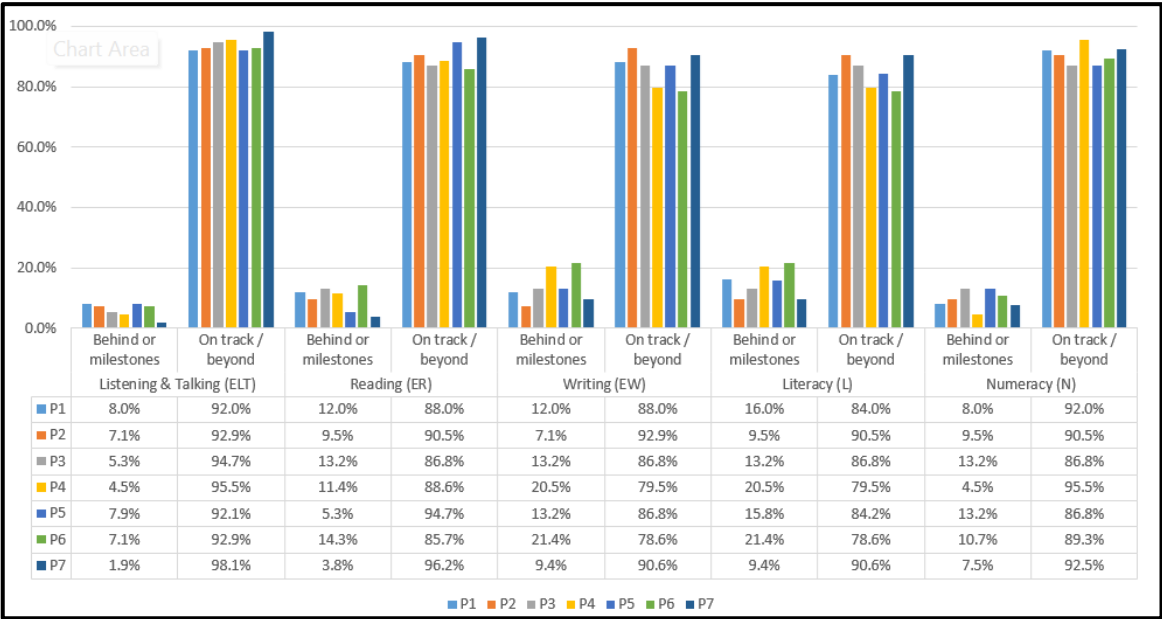
- Almost all learners (94.4%) are at least on track in Talking and listening across the school- 52.6% on track and 41.8% beyond expectations. This is an increase
- Almost all learners (90.7%) are at least on track in Reading across the school- 47.8% on track and 42.9% beyond expectations.
- Most learners (86.6%) are at least on track in Writing across the school- 47.4% on track and 39.2% beyond expectations.
- Almost all learners (90.7%) are at least on track in Numeracy across the school- 54.4% on track and 37.3% beyond expectations.
- The number of pupils working beyond expectations has increased in all areas of literacy and in numeracy from 24-25 to 25-26- 5.7% in Talking and Listening, 3.8% in Reading, 1.4% in Writing and 3.8% in Numeracy.
- The poverty related attainment gap has narrowed by 5.1% in Talking and Listening, 2% in Reading and 0.3% in Numeracy

Attendance Data:

Year	Attendance %	Chart Area			National % (can be entered manually)	Exclusions (Openings)
		Attendance by SIMD				
		1 & 2	GAP	3-10		
2025 - 2026	94.9%	94.0%	-1.3%	95.4%		0
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

- Attendance continues to remain high and above local and national average- 94.9% as at 18th June 26.
- This is the first year in five school sessions that attendance has not increased but remains the second highest for the school in the last 5 years. It is also the second smallest gap between those residing in simd1-2 and simd3-10 while our percentage of children residing in simd 1-2 is at its highest.

Cohort Specific Data:



- Almost all pupils are attaining at least expected level in Listening and Talking in all stages.
- Almost all pupils in Primary 2, 5 and 7 and most in all other stages are attaining at least expected level in Reading.
- Almost all pupils in Primary 2 and 7 and most in all other stages are attaining at least expected level in Writing.
- Almost all pupils in Primary 2 and 7 and most in all other stages are attaining at least expected level in Literacy overall.
- Almost all pupils in Primary 1, 2, 4 and 7 and most in all other stages are attaining at least expected level in Numeracy.

Key Priorities:

- Continue to focus on improved attendance for all but with a particular focus on narrowing the poverty related gap.
- Focus on targeted intervention in writing for those behind expectations- particular pupils identified in primary 4 going into primary 5 and primary 6 going into primary 7.
- 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.

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.
- Practitioner enquiry focuses on aspects from the SIP and is shared with staff to help make informed improvements moving forward.
- Staff from across the school have been part of leadership opportunities at authority and Diocesan level. Staff have presented at several leadership events in this past session.

Key Priorities:

- Continue to promote staff to showcase learning with colleagues from other establishments.
- Continue to refine and ensure self-evaluation opportunities are embedded at all levels as we look to progress from Very Good.
- Promote Leadership Pathways to more staff in the school who are ready to begin to progress in their career.

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 as evidenced in our achievement of Gold Rights Respecting School award.
- 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 continued to embed "Teaching: The St Mary's Way" and "Play: The St Mary's Way".
- We have a strong culture of reading in our school which we continually look for opportunities to improve. This is evidenced by our recent Gold Reading Schools award.
- The improved use of digital technology to support and enhance teaching and learning continues to be 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 refine and embed AiFL approaches to ensure T&L has most impact.
- Continue to 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 in our Young Leaders of Learning group, and will continue to develop to allow for positive break times and opportunities for quality outdoor learning.
- We encourage all children to participate in sport which can improve wellbeing. 6 of our teachers run sports clubs. Our active participation can be seen in our sporting achievements across this academic year.

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.

- 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.
- Develop an equalities policy for our school.

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 and we continue to increase the number of learners working beyond expectations.
- 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 arts effectively to allow for personal development and achievement.
- We also recognise the value of sport in supporting children's physical health, emotional wellbeing, cognitive ability and ability to work as a team. We have various opportunities for pupils to participate and compete in sport.
- 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.
- Continue to look for effective ways to track wider achievement.
- Target narrowing the gap in beyond expectation learners between those residing in SIMD1-2 learners and those who reside in 3-10.

Other quality indicators evaluated from 3 year plan

2.2 Curriculum

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. Our YLL group successfully developed 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:

- Continue to develop skill based learning opportunities with next session taking forward plans developed in 25-26. Cooking skills to be introduced for all next session.
- Plan for opportunities at cluster level for CIC preparation and further increased knowledge of the regeneration of Inverclyde as we prepare to review our curriculum rationale at the end of a 3 year cycle.

Key Achievements of the Establishment

- Continued to build on our fantastic report following our HMIE inspection with four Very Good grades by sharing this with leaders across the authority and other establishments.
- Sharing of our approaches to Curriculum at the Inverclyde Education Committee with two representatives from Primary 6.
- Overall Athletics Champions in Inverclyde
- Winners of the Inverclyde Heptathlon event, Inverclyde Relay event, runners up at Sportshall Athletics and third place at the Highland Games.
- Every child had the opportunity to perform at the Inverclyde Music Festival across a variety of events.
- First place trophies achieved for P1, P3, P5, P6 and our Choir winning all three sections they entered.
- Second places for P2, P7B and P5/4.
- Outstanding Contribution to the Festival trophy at the closing ceremony.
- National Burns Choral Champions for the second year in a row.
- Winners of the Inverclyde Euroquiz and competing in the national final in Edinburgh.
- 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 all games at the Winter cup and finishing runners up in the Spring Cup.
- 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 with our girls undefeated across the year.
- 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 another 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 to 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 Hamilton in the Theatre Royal.
- 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.
- 14 of our Primary 7 pupils visiting Westminster Parliament and 10 Downing Street.
- A fantastic trip to Blackpool Pleasure Beach for all Primary 7 pupils.
- We had a successful Sports Day in June which was again very well attended by parents.
- Leavers' Mass and Assembly was very well attended and received by parents.