

Context of the school:

### **Our Vision, Values and Aims**

#### **Our Vision**

At St Michael's Primary School, as a community of faith and learning, we aspire: Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

#### **Our Values**

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition, Compassion and Learning.

#### **Our Aims**

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

St. Michael's has a school roll of 212, with 68.4% of children living in SIMD Bands 1 and 2, and 27% of pupils receiving free school meals. The school has been part of the Scottish Attainment Challenge for three years, aiming to raise the attainment of children and young people living in deprived areas, in order to close the poverty related attainment gap. Pupils at all stages of the school have benefitted from targeted interventions supported by staff funded from PEF in addition to support provided to children at the early stages by the Attainment Challenge outreach teachers. Staff capability and capacity has continued to be developed through engagement in high quality professional learning opportunities.

Our attainment:

We use the following to validate teacher judgements

- interrogation of PIPs data, SNSA data, GL reading assessment results, SEEMiS data, SWST, Staging Posts, writing assessments, reciprocal reading assessments, SEAL assessments
- professional dialogue at progress meetings including analysis of learning in relation to the Benchmarks
- jotter monitoring
- Learning Conversations with pupils
- Review meetings
- Parental input

In session 2017/18

- most of our P1 pupils achieved Early Level in Reading, Writing, Listening and Talking and Numeracy
- most of our P4 pupils achieved First Level in Reading, Writing and Listening and Talking. The majority achieved First Level in Numeracy.
- the majority of our P7 pupils achieved Second Level in Reading, Writing, Listening and Talking and Numeracy

Fuller information regarding attainment is available at

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1>

On analysis of 2017/18 BGE Toolkit, our school consistently performs in line with the Virtual Comparator.

## Review of progress for session 2018-19

School priority 1: Improvements in attainment, particularly in literacy and numeracy

### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

### NIF Driver

Assessment of children's progress  
Teacher professionalism

### HGIOS?4 QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

Strategies, progress and impact:

**Strategies** (as outlined in SIP 2018-19)

- All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback. Learning Logs/Journals format to be agreed.

- Teaching staff will engage in further training in Dialogic Teaching. Support staff will engage in initial training.
- Self-evaluation tasks to reshape Curriculum Rationale
- Moderation of teaching and learning in Listening and Talking at school and cluster level
- Further development of Talk 4 Writing programme, seeking links with Social Studies through IDL
- Moderation of planning, teaching and assessment with Literacy and Numeracy/Maths to create consistent learning experience across school with focus on through six weekly planning with holistic assessment
- Whole school Reading Policy to be developed to ensure consistent approach to teaching of reading
- Close monitoring of pace in numeracy with appropriate interventions in place to meet learners' needs

### **Progress**

- All teaching staff have continued to engage in professional learning provided by Osiris. Significant focus on range and types of feedback. Feedback Policy now in place. Key features of Learning Journals has been agreed.
- All staff have now engaged in Dialogic Teaching training. All teaching staff are more focussed on questioning techniques and are including key questions within their six weekly planning. "Talking and Listening" records are informing next steps in learning. Teaching staff have their own copy of "Towards Dialogic Teaching" by Robin Alexander to support their professional learning.
- Audit of all staff, pupils, parents and range of stakeholders has taken place. School Values have changed very slightly since last audit. Key themes of feedback from all stakeholders has been analysed.
- It was agreed at Cluster level that the Cluster would not proceed with moderation of Listening and Talking as we were not ready for some of the challenges associated with this ie recording and creating transcripts. The focus would change to reading. Due to the timing of this it was not possible to co-ordinate a Cluster event. Three members of staff were already involved in local authority moderation, with three participating in inter authority moderation and an additional extended moderation event at Cluster level was not manageable. SMT have engaged in professional learning with a Second Level Literacy QAMSO.
- Short term Working Group established to explore links between Talk 4 Writing and Social Studies
- All teaching staff have undertaken professional learning session in Planning, Assessment and Moderation. For many, this built on professional learning undertaken last session. Teaching staff now using 6 weekly planning format for numeracy which includes holistic assessment.
- An initial draft Reading Policy has been created. This requires further time in order to be developed and implemented. Literacy CMO led teaching staff session on creating a whole school reading culture. Change of Literacy staffing has impeded progress in developing policy.
- Close monitoring of pace of learning in numeracy has taken place throughout the year. Additional support for learners who require it has been provided. Where this additional support extended beyond that given by the class teacher, staffing shortages, at times, made it difficult for the planned

support to go ahead.

### **Impact**

- Learners are more confident in giving and receiving feedback as a climate of trust has evolved. Learners understand the importance and role of feedback. Staff also seek feedback from learners as part of their reflective practice. Learners are becoming more confident in reviewing and reflecting on their own learning, key elements of which are recorded in their Learning Journals.
- Our learners understand the features of “good listening” and these are referred to and used in all classes. Our learners are engaging in more in-depth conversations and using appropriate language to develop conversations. The use of individual “Talking and Listening” records has led to improvement in attainment pupils are very clear about their targets and what they need to do in order to improve. Dialogic teaching was the focus of our NQT’s professional enquiry. Her case study showed significant progress for most of her learners in reading through dialogic pedagogy.
- The Curriculum Rationale audit process has shown that, although the aspirations of our community for our young people may have increased, the values of the community remain almost unchanged. Respect, Honesty and Ambition were previously school values and remain the same. Two new values have been included: Compassion and Learning.
- Whilst the Cluster moderation did not proceed, staff had increased opportunities to moderate together. Staff have found that planning together has had a positive impact on creating consistent learning experiences. Those staff who engaged in local authority and inter authority events found the event to be worthwhile and benefited from the professional dialogue with colleagues beyond their own setting.
- Further time required to finalise possible learning contexts and progression frameworks linking Talk 4 Writing and Social Studies
- Bundling of Experiences and Outcomes within new 6 weekly planning format has led to increase in pace of learning. Moderation through planning together is increasing staff confidence in creating holistic assessments.
- Teaching staff have had further opportunities to discuss approaches to teaching reading. Professional learning session led by Literacy CMO has helped to guide practice in planning to create a whole school reading culture.
- The pace of learning has improved in Numeracy. Use of Progression Pathways has provided clarity and supports teachers in making professional judgements about achievement of a level. Targeted support has been particularly effective in Primaries 1 and 2.

### **Next Steps:**

- Continue with the Visible Learning Programme and continue to have a strong focus on feedback
- Continue to develop dialogic teaching
- Finalise Curriculum Rationale with statements for (1) staff (2) families
- Cluster moderation will focus on reading. Time to be assigned through WTA to facilitate events.
- Continue to develop the Talk 4 Writing and link with Social Studies to extend the learners’ experiences
- Work in partnership with new Literacy CMO to finalise whole school reading policy which leads to a whole school reading culture created through a

- consistent teaching experience
- Continue to use the moderation cycle as a model for professional dialogue

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress  
Teacher professionalism

HGIOS?4 QIs

2.3 Learning, teaching and assessment  
2.4 Personalised support  
3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

**Strategies** (as outlined in SIP 2018-19)

- All teaching staff will engage in further professional learning led by Osiris on Visible Learning. Renewed focus will be on assessment and feedback.
- Accelerated Reading to be introduced to increase engagement in reading and develop positive reading culture within school
- Acting PT, whilst offering opportunities for family learning for all, will work in close partnership with parents of pupils who are not on track to achieve appropriate levels
- Individual target setting in learning journals and new style reports in literacy and numeracy
- Positive playground experiences lead to settled learners
- Appropriate playground activities timetabled by HWB Coach and delivered by HWB Coach with support staff

**Progress**

- (Also see School Priority 1). Audit of Language of Learning and direct observation indicate a more consistent approach across the school.
- Following review of the work we were undertaking to deliver school improvement in literacy, the decision to focus staff efforts into embedding the current identified priorities and strategies was made, putting the development of Accelerated Reading on hold until a later date.
- A range of workshops were offered to families across the school. With limited uptake with this model, a series of PATPAL (Pupils As Teachers, Parents As Learner) sessions were introduced. 1:1 support sessions have been offered to individual pupils.
- All classes are using Learning Journals. Termly targets are now being set in Literacy, Numeracy/Maths and Health and Wellbeing and sent home.
- Playground activities and experiences are continually under review. Several pupils have alternative play provision at intervals and lunchtimes. Improved equipment and games are required for each playground.
- In response to pupil need, our Health and Wellbeing Coach is delivering football skills coaching with P1 – P4 classes. Timetabled and zoned activities were not well received by pupils.

**Impact**

- (Also see School Priority 1). Learners are more confident in talking about their learning and how they can improve.
- Parents have enhanced understanding of their children's learning through attendance and participation in PAT PAL sessions. These sessions were

very well attended, particularly from P1 – P3. Parents feel better informed about how they can support their children at home. There has been limited uptake on 1:1 targeted support offered by the school. Some parents, whose children were not part of our targeted interventions, requested additional support.

- Learners are able to articulate their learning and have knowledge of their targets. They are becoming more confident in using the language of Rights in discussion as this is an area of focus in the Learning Journals. Target setting provided a clear focus for parents’ evening.
- Children who have alternative play settings are more settled and ready to learn in class following break times. Appropriate play equipment to be sourced and purchased for both playgrounds.
- Football skills coaching has created a more positive play experience for our P1-P4 pupils. They are more settled and ready to learn on return to class following break times.

**Next Steps:**

- Continue with the Visible Learning Programme and continue to have a strong focus on feedback
- Further develop Dialogic Teaching pedagogy across whole school
- Provide a coaching and modelling approach to raising attainment in reading and writing whilst providing targeted interventions for pupils with parental support
- To increase opportunities for Family Learning in our newly established Arc
- Continue to work in partnership with Barnardo’s and CLD

**School priority 3: Improvement in children and young people's health and wellbeing**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement  
School leadership

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion  
2.7 Partnerships

**Strategies, progress and impact:**

**Strategies** (as outlined in SIP 2018-19)

- Learning opportunities in class and at whole school level which allow pupils to share their knowledge and understanding of the impact of the Education (Scotland) Act 1918
- Preparation for and celebration of Icon of Jesus, the Teacher, arriving in St Stephen’s cluster on 28<sup>th</sup> August with Cluster Mass celebrated in St Francis Church
- New audit of learner interests for after school sports clubs led to development of appropriate opportunities
- Activities and support for families to assist them in helping children make good lifestyle choices
- Parents and carers engage in workshops to develop their own personal skills
- Whole school involvement in pilot of “Communication Friendly” School initiative through series of assessments and interventions

## **Progress**

- Whole school participated in anniversary celebrations of Education (Scotland) Act 1918 on 21<sup>st</sup> November 2018
- Staff had the opportunity to attend Mass in August to welcome the arrival of the Icon of Jesus our teacher. Cluster Mass became the “Welcome Mass” for the new S1 at St Stephen’s High School.
- A wide range of after school and lunch time clubs have been on offer. Audit of pupil interest has taken place at several points during the year. Pupils who had not been attending any sports clubs were approached directly by our HWB Coach to try to establish their interests.
- Sports Tea Club and Families Connect have been offered to families. An evening support session for parents and carers about online safety was also offered this session.
- There have been limited opportunities for parents to get involved in projects which develop their own personal skills
- We were advised during the session that our school was not part of this pilot project. However, our school has taken steps towards becoming a Communication Friendly environment: all staff took part in autism training “Jim Taylor Knows Autism”; our ICOS Outreach teacher and Barriers to Learning CMO have provided monthly drop ins for staff; 6 members of support staff participated in ASD training provided by ICOS outreach staff; our DHT has attended professional learning event led by Temple Grandin; DHT and two members of staff have undertaken PPB training with two more undertaking training at present; ICOS outreach teachers are supporting across the school; Contextualised Assessment devised by DHT for children transitioning from Primary 7 has been shared across the local authority as good practice.

## **Impact**

- Our pupils and staff are aware of the significance of the Education (Scotland) Act 1918 and what it meant for Catholic education in Scotland.
- Audit of pupil interest has led to further uptake in sports clubs. A direct approach to those who were not engaging has led to some of these children now getting involved in a sports club at school. We have applied for our Gold Award with Sports Scotland.
- Sports Tea Club was well attended. Feedback from families was positive with many trying out new recipes used at the club at home. Some felt their confidence grew during the project through the network of support the group provided. Families Connect uptake has been limited. This will be launched again in the new session. New families for P1 in August have now been informed about the project and what it offers. The uptake of our cyber safety workshop for parents was very poor.
- Our Lego Group and Girls’ Group have given some of our children a new setting in which to experience improved wellbeing
- Staff and partners strive to create positive relationships in the classroom and the playground. They are sensitive and responsive to the needs of each individual pupil, creating a school which is inclusive and supportive.

## **Next Steps:**

- Increased focus on Gospel values, particularly during assemblies and class services
- Playground Awards to be introduced which reinforce the Gospel values
- Children to develop their awareness of prayers which make up the

celebration of Mass

- Whole school focus on revised PRPB policy
- Whole school approach to developing nurture principle “All behaviour is communication”
- Work closely with Active Schools to ensure a wide range of sporting opportunities are still available to our pupils
- Seek pupil views on other activities, which are not sport related, which may lead to improved wellbeing
- Through continued partnership with Barnardo’s we aim to offer a broader range of lunchtime clubs
- Continue to offer family learning events eg Families Connect
- Seek increased opportunities for adult learning
- Increase opportunities to work in partnership with other agencies or groups eg RIG Arts’ recycling, reusing project
- Continue to develop approaches which lead to a Communication Friendly environment

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

Parental engagement

HGIOS?4 QIs

2.5 Family learning

3.3 Increasing creativity and employability

3.2 Raising attainment and achievement

Strategies, progress and impact:

**Strategies** (as outlined in SIP 2018-19)

- Revisit key documents in relation to DYW and embed skills development in planning
- Develop strong links with local businesses, FE colleges and Youth Groups to support skills development, reinforcing connections with wider world. World of Work Week to be reintroduced
- STEM to be developed at all stages of the school
- Range of Family Learning courses to be made available through Family Hub and at I-Zone

**Progress**

- All staff have direct access to key DYW documents and online resources. Some classes are explicitly sharing links between skills taught in school and those required in the workplace. Employability Skills posters are displayed in classrooms and referred to during lessons.
- Senior pupils developing skills through running Credit Union and Enterprise project.
- Strong partnership established with JP Morgan supporting development of STEM and careers pathways. Careers Fayre planned and delivered in partnership with Newark Primary School. P7 pupils received input from Monica Anderson of Glasgow University regarding the Widening Access programme.
- Some classes have incorporated employability skills within their day to day learning eg Superheroes topic at P2/1. P5 engaged in Morton Literacy trail

project which focussed on employability skills whilst developing literacy.

- RCCT teacher established STEM approaches across the school. Planning now including holistic assessment.
- Family Learning predominantly took place within our own school. Opportunities included: Homework Club, Craft Club, Sports Tea Club and Families Connect.

### **Impact**

- Children are able to refer to skills they are using and make connections across a range of subjects and experiences. They recognise these skills as having lifelong importance and relevance.
- Skills developed through running of the Credit Union are transferable. Those involved in the project have enhanced their organisational skills whilst growing in self confidence.
- Senior pupils have improved knowledge of career pathways and access routes to further education.
- The majority of our learners are able to discuss the skills they are using and the importance of them now and in the future
- High level of engagement seen in STEM lessons with learners highly motivated in their use of digital technology. Broad range of highly significant skills developed throughout the school in lessons developed by our RCCT teacher.
- Families who attended shared that they felt their own confidence had increased as a result of participating in events, particularly the Sports Tea Club. Although numbers were small at Families Connect, the feedback has been extremely positive. Staff involved have trialled this model and are more confident in taking the project forward in the new session. Children have benefitted from spending quality time with their families within the school setting.

### **Next Steps:**

- We will focus on the following employability skills: ICT (Personal Development Skill), Taking Responsibility (Personal Development Skill),) and Creativity (Enterprise Skill)
- Review the model of delivery for the Credit Union making explicit links to employability skills: Time Management (Personal Development Skill), Teamwork (Personal Development Skill) and Planning and Organising (Enterprise Skill)
- Continue to develop STEM approaches across the whole school using holistic assessment
- Maximise opportunities for families to engage in learning based in The Arc ensuring that recent feedback (family and adult learning) from parents is planned for through partnership with CLD and Barnardo's

National priority: How we are ensuring Excellence and Equity?

### **Gaps in attainment**

Based on teacher professional judgements at the end of last session, 2017/18, and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified. A negative figure indicates that pupils living in SIMD Bands 1 and 2 are making better progress than those in SIMD Bands 3-10. The fields in green indicate improvement in comparison to last year's data.

	Reading	Writing	Listening/Talking	Numeracy
P1 - Early	-18.9%	-30%	-30%	-30%
P4 - First	-11.7%	-11.7%	-11.7%	1.7%
P7 - Second	15%	10%	10%	15%

Target cohorts were identified across the school through analysis of a range of data: SIMD, FME, CfE levels, teacher professional judgement and standardised assessments. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives

Our current attainment data would indicate that the poverty related attainment gap is closing.

### **How PEF funding has been used**

- Visible Learning training
- 0.6 EYECO
- 2 ASN auxiliaries (commenced November 2018)
- Acting Principal Teacher to develop strategies to raise attainment through Parental Engagement
- 10 Clerical hours to manage and support pupil attendance
- HWB Coach
- Development of Family Learning Hub/School Library
- Funding transport for children who live in areas requiring school bus to attend after school clubs

### **Impact of PEF Interventions 2018-19**

#### **Visible Learning**

Pupils are receiving a more consistent learning experience through staff engagement in the Visible Learning programme. Greater consistency in the language of learning used is evident. Understanding of the role and purpose of feedback has made a positive impact on learning.

#### **EYECO Support**

Our PEF EYECO has developed pedagogies modelled by the Attainment Challenge Outreach teachers which has led to improvement in attainment for targeted individuals from P1- P3 in reading, writing, listening and talking and numeracy.

#### **ASNAs (from November 2018)**

ASNAs have provided in-class support at the upper stages of the school, enabling class teachers to support the learning of children who are not achieving the desired levels. ASNAs have also provided supported playtimes for children who require a small scale play environment. Additional hours were also funded to

support learners requiring a high level of 1:1 support.

### **Acting Principal Teacher to develop strategies to raise attainment through Parental Engagement**

Our greatest success was through the introduction of PATPAL (Pupils As Teachers Parents As Learners) sessions where children led the learning for their parents in Talk 4 Writing and Number Talks. Parents learned not just what but how their children were learning. Attendance at these events was very high and feedback from parents has been very positive. Parents are more confident in being able to support their child's learning, had a better understanding of their child's Learning Targets and also developed an understanding of the Language of Learning. Some parents requested 1:1 sessions with our Acting Principal Teacher to find out about other ways they can support their child.

### **Increase in clerical hours**

An increase in clerical hours (10 hours) has led to improved implementation of our attendance policy. Comparative data from March 2018 and March 2019 indicated an improvement of 2% in attendance.

### **Health and Wellbeing Coach**

Our Health and Wellbeing Coach has continued to seek ways to increase pupil engagement in physical activity outwith the routine school day which the majority of learners engage in. We still have a small group of children who choose not to engage in any additional physical activities, despite a targeted approach and continually seeking their views and interests. Our playground interventions have had some success but still require further time to develop and embed. Engagement with families at Sports T Club assisted in supporting health lifestyle choices within the family home. This project was carried out in partnership with CLD and Barnardo's. Our Health and Wellbeing Coach successfully developed an Inclusive Festival of Sport to ensure increased opportunity for all children in conjunction with school staff, Active Schools Co-ordinator and the Young Sports Leaders of the school.

### **Development of Family Learning Hub/School Library - The Arc**

This was very slow in being created due to procurement processes. We now have a highly inviting, engaging space, designed in partnership with Learner Council. Our new books have just arrived and will be bookbanded to allow children to engage with texts that will meet and challenge their reading abilities. The Arc will be officially opened on 21<sup>st</sup> June.

### **Funding transport for children who live in areas requiring school bus to attend after school clubs**

Having recognised that children who were travelling to and from school on the school bus were not attending after school clubs PEF was used to provide transport home. Since this intervention was put in place some of the children have started to attend sports clubs and our drama club increasing their opportunities to develop their social and physical wellbeing

## Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will

- Continue to engage in professional learning which leads to high quality learning and teaching
- Develop self-evaluation processes which further include all stakeholders, leading to improved outcomes for our learners
- Continue to engage with data to plan for improved outcomes for our learners, relentless in our pursuit to close the poverty related attainment gap
- Increase opportunities for parents to learn how to support their child's learning whilst developing family learning opportunities through partnership with CLD and Barnardo's

### NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Good	Embed School Vision, Values, Aims and Curriculum Rationale in all that we do.
2.3 Learning, teaching and assessment	Good	Further develop: Dialogic Teaching Talk 4 Writing Approaches to planning Skills development through digital literacy Focus on skills development through Social Studies
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Further develop: Communication Friendly approaches Consistent application of nurture principles Developing in Faith:
3.2 Raising attainment and achievement	Good	Create a reading culture Raise attainment, particularly in Reading and Writing Refine tracking processes in Reading, Writing, Listening/Talking, Numeracy/Maths, wider achievement

## Key Achievements of the school

- Whole school approach to Visible Learning with pupils able to talk about their Learner Qualities by reflecting on the Super six.
- Development of computer science across all stages
- Developments in STEM
- Development of dialogic teaching
- The introduction of PATPAL to enable parents to have a better understanding of their child's learning
- P5's participation in the Morton Literacy Trail
- Whole school Scots Focus Week
- Our inclusive Festival of Sport event
- Our French Café which extended to include participation from our pre school children and residents of Newark Care Home
- Partnership with Tesco - class visits, providing food for French Café
- Our whole school Christmas concert and Scots Concert
- Our senior pupils' summer show "The Wizard of Oz"
- Our country dancers participated in the Inverclyde Music Festival
- Winter Wonderland continues to be a highly successful venture with our Parents' Group
- Our Parents' Group Family BBQ continues to be a great community event
- The development of "The Arc" providing an inspiring library space with extended facilities to support family learning
- Partnership with Holy Family Church and our extended Catholic community
- Partnership with Newark Care Home
- Partnership with JP Morgan and participation in the MakeltHappen competition
- Children engaging in weekly reflections in Learning Journals and setting targets for the week ahead
- P7 winner on Greenock Rotary Writer's Club writing competition
- P7 achieving a Social Enterprise Award for their yoghurt stall initiative
- P4-P7 participating in Pupil Voice Groups. We have renewed our Fair Achiever award (Fairtrade), launched a safe parking initiative in partnership with Newark Primary and Newark Nursery School (JRSO) and have successfully promoted the achievements of our school through the local press (Communication Group)
- Participation in the Galoshans Festival streetband with Newark and St Francis Primaries
- Two day outdoor learning experience for P6 funded through outdoor education grant
- Two night residential sports experience for P7 at the National Sports Centre in Largs
- Participation in football, netball, cross country, tennis and athletics tournaments
- Wide range of after school clubs available throughout the school year
- Celebrating achievements through assemblies, Twitter and local press
- Supporting charities: Compassionate Inverclyde, Mary's Meals, Missio and Ardgowan Hospice
- Pupils from P3 and P4 presented with Miss Donnelly their successful Hi 5 programme and development of Compassionate Inverclyde projects at the Compassionate Inverclyde ceremony in the Beacon Arts Centre

