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| **St Ninian’s Primary** **Standards and Quality 2022/23** |  |

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| Context of the Establishment:  |
| **Our Establishment** St Ninian’s Primary school is a Roman Catholic primary school situated in Gourock and serving the communities of Gourock, Wemyss Bay and Inverkip. The school is a new build, opened in 2018. It is built over 2 levels and has fantastic learning areas and spaces both indoors and out. The school has an extensive playground and MUGA. It also has a lift making it fully accessible. In session 2022-2023 our role was 316 children across 14 classes. 16% of our pupils were living in SIMD 1 and 2 and The Free School Meal Entitlement was 14%.Our associated secondary school is St Columba’s, Gourock. **Vision**In the warm, supportive faith community of St Ninian’s Primary School we ‘teach with love and learn with pride’, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond, enabling them to become global citizens and serve The Common Good. Our School Motto: “Teach With Love and Learn With Pride”Our Values: The school community have recently refreshed the school values. Our new values are: Respect, Resilience, Ambition and Kindness**Our Aims:*** We aim to foster the Catholic charter of the school through promotion of the Gospel Values
* To provide the highest quality learning activities which enhance every child’s potential
* Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
* Provide a happy, secure, welcoming environment where partnership working enhances children’s learning experiences and promotes wellbeing and respect.
* Value and empower all members of our school community
* Foster high quality leadership at all levels
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| **Establishment priority 1**: Improvements in attainment, particularly literacy and numeracy |
| NIF Priority Improvements in attainment, particularly in literacy and numeracyNIF Driver School leadershipSchool Improvement | HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement1.2 Leadership of learning*2.3* *Learning Teaching and Assessment**3.2 Raising Attainment and Achievement*UNCRCArticle 28: (Right to education):*Article 3 (Best interests of the child):*  |
| **Outcome:** * To increase the percentage of pupils reaching expected levels in literacy from 92.7% - 94.6%
* To increase the percentage of pupils reaching expected levels in numeracy from 93.5% - 94.7%
* By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P2, making daily use of outdoors.
* By December 2023, there will be an increase in parents in the early years’ classroom
* **Progress and impact of outcomes for learners in Literacy:**
* Support Staff have participated in high quality CLPL for interventions to support literacy. Targeted interventions for identified children have been delivered throughout the year by PSA and Support for Learning staff as a result of this all of the identified children are making progress with their learning.
* Most of the children receiving high quality interventions are achieving national standards in literacy
* All teachers have engaged with high quality CLPL in effective writing instruction increasing staff knowledge of writing pedagogy and confidence in effective writing instruction. As a result of this the quality of learners’ experiences in writing has improved. This is evident through quality assurance processes which demonstrate a consistency in high quality teaching and learning across the school and attainment data.
* Data from pupil questionnaires demonstrates that almost all pupils feel more confident in writing as a result of daily practice using explicit models of instruction for sentence building and the Single Paragraph Outline to plan writing which have been a teaching focus this year.
* A continued focus on robust early reading instruction and explicit reading fluency instruction has supported attainment in reading for all pupils.
* The Reading Workshop for P1 – 3 parents was very well attended. Parental feedback indicated that the workshop afforded parents a better understanding of effective reading instruction and the benefits of reading for pleasure and what they can do to support this at home.
* A successful Booknic was held for P1-P3. Most children had an adult come along to support them for this event.
* Engagement in the Reading Schools’ Gold Award has enabled us to embed a reading culture withing the school which has had a positive impact on attainment for reading.
* Partnership working with St Columba’s English department has further developed a shared understanding of standards and supported the transition from P7 – S1 for all pupils
* Through effective participation by all staff in moderation events within the school, cluster and local authority with a focus literacy, teacher professional judgements are accurate and this can be evidenced through data.

As a result of these measures, all children are making progress with learning. Almost all children, are achieving expected levels of attainment in literacy. 28% of children have been identified as Beyond Expectation in Reading and 22.5% of children have been identified as Beyond Expectation in writing. **Progress and impact of outcomes for learners in Numeracy:*** All teachers have engaged with high quality CLPL in the use of numeracy blueprint boards to support teaching and learning in numeracy. As a result, staff have increased confidence in pedagogy and the resource is being used consistently throughout the school to support outcomes in numeracy.
* Pupil questionnaires show almost all pupils have an increased confidence in numeracy learning.
* The Numeracy Workshop from P1 – P7 raised awareness with parents of teaching and learning in numeracy throughout the school and of how learning can be supported at home. Most children had an adult attending the workshop and supporting them in class. Parental feedback was extremely positive with all parents highly valuing the information and the opportunity to see at first- hand their children’s learning experiences in the classroom.
* Implementing Test of Change has strengthened pupils’ mental agility. This can be evidenced by data.
* Partnership working with St Columba’s maths department has further developed a shared understanding of standards and supported the transition from P7 – S1 for all pupils
* Through effective participation by all staff in moderation events within the school, cluster and local authority with a focus numeracy, teacher professional judgements are accurate, and this can be evidenced through data.

As a result of these measures, all children are making progress with learning. Almost all children are achieving expected levels of attainment in numeracy and 20.3% of children have been identified as beyond expectation in numeracy. **Progress and impact of outcomes for learners in Play Pedagogy** * Play pedagogy is fully embedded in P1 and integrated into P2 learning and teaching Increasing pupils’ readiness to learn.
* Children are making daily use of outdoors to enhance learning. This has been effectively supported by the use of new resources to create an outdoor learning area which is used daily.
* All children in P1 participate in the Wednesday Walk. This carefully planned, high-quality outdoor learning opportunity has developed learning and improved outcomes across the curriculum.
* All teaching staff in P1 and P2 have engaged with high quality CLPL in play pedagogy increasing staff knowledge and confidence in planning and providing high quality learning through play.
* All support staff have engaged with high quality CLPL in play pedagogy supporting the development of play across teaching and learning.
* The purchase of new resources has enhanced the quality of play provision for the children in P1 & p2 and increased pupils’ engagement and readiness to learn.
* Stay and Play sessions for P1 and P2 were very well attended with almost all children having an adult to support them.
* A CMO Play Pedagogy Workshop for P1 – P3 parents was very well attended and parental feedback positive. Almost all parents felt that the workshop was beneficial in supporting their understanding of play pedagogy.

As a result of the above measures play pedagogy has been embedded in P1 and integrated into P2 and there has been an increase in the number of parents engaged with learning in P1 and P2. **Progress and impact of outcomes for all learners in all of the above outcomes has been supported by:*** All staff having participated in high quality CLPL in the use of Promethean Whiteboards. Staff have increased confidence in using the new Promethean boards and are making effective use of technology to support learning and teaching across the curriculum and develop pupils’ skills for learning, life and work.
* All children have benefitted from a more consistent approach to digital literacy and increased availability of devices.
* Our carefully planned programme for key points of transition, early years – P1 and P7 – secondary, has supported children in building positive relationships with staff and pupils within each setting and become familiar with the school environment resulting in a smooth transition from their Early Years Establishment to primary school and primary school to secondary school.
* Sharing of high -quality transition information as children progress through the school has enabled early identification of children working beyond levels and those benefitting from interventions. This collaborative approach provides support and challenge to pupils ensuring effective pace of learning across the curriculum.
* All staff have participated in Circle Training. This training has effectively supported children with additional support needs to access the curriculum and engage fully in learning and achieve expected levels.
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| Next steps: * Embed pedagogy in P2 and P3
* Continue to develop digital literacy throughout the school
* Implement Digital Literacy Skills progression planner across Early, First and Second Levels
* Continue to work towards the Digital Literacy Award
* Continue to review planning for Numeracy and Maths
* Research evidence informed numeracy interventions to support teaching and learning.
* Continue to develop writing throughout the school
* Continue to develop effective reading instruction with a focus on developing comprehension skills.
* Continue to embed Reading for Pleasure Pedagogy and proceed with application for Gold Award
* Engage with the Moderation Toolkit to support self -evaluation of moderation cycle within St Ninian’s to support consistent assessment of a level and teacher professional judgements.
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| **Establishment Priority 2:** Closing the attainment gap between the most and least disadvantaged children and young people |
| NIF Priority -*Closing the attainment gap between the most and least disadvantaged children and young people*NIF Driver School leadershipParental engagement*School Improvement* | HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement1.2 Leadership of learning*2.3* *Learning Teaching and Assessment**3.2 Raising Attainment and Achievement*UNCRCArticle 28: (Right to education):*Article 3 (Best interests of the child):*  |
| **Outcome:** To reduce the poverty related attainment gap in overall literacy in P1,4,7 from 9.9% to 7.9%To increase the number of children in SIMD 1&2 beyond expectation in numeracy by 14%To increase the number of children in SIMD 1&2 beyond expectation in literacy by 22%**PEF used to support closing the gap:** The use of Pupil Equity Funding (PEF) to employ 0.6 teaching staff to raise attainment and close the poverty related attainment gap has supported interventions to keep learners in P1, P4 and P7 on track and close the poverty related attainment gap.**Progress and impact of outcomes for learners:*** Robust tracking and monitoring identified gaps in learning for pupils impacted by poverty. This was effectively supported with timely evidence informed interventions in literacy and numeracy enabling pupils to stay on track with learning.
* Effective transition information at key points of transition for children impacted by poverty (early years to P1, P7 to secondary and between classes) enabled early identification of children working beyond levels in literacy and numeracy and those benefitting from interventions to support and challenge.
* We continue to support families impacted by poverty with IT equipment to ensure access for all.
* A collaborative approach with class teachers, PSA and support for learning teachers offers support and challenge for all children in literacy and numeracy in particular for children impacted by poverty enabling them to remain on track with learning and achieve levels beyond expectation.

As a result of the above measures:* Almost all children impacted by poverty in P1, P4 and P7 are achieving expected levels in Literacy
* Almost all children impacted by poverty in P1, P4 and P7 are achieving expected levels in Numeracy
* In P1, P4 and P7, there is an inverted gap of 0.9% in literacy attainment.
* In P1, P4 and P7 there is a 4.1% gap in Numeracy attainment.
* **14%** of pupils living in SIMD 1&2 have been identified as beyond expectation in Reading and Talking and Listening.
* **8%** of pupils living in SIMD 1&2 have been identified as beyond expectation in Writing.
* **10%** of pupils living in SIMD 1&2 have been identified as beyond expectation in Numeracy

The number of children impacted by poverty, identified as beyond expectation in literacy and numeracy is less than the expected outcome. We will continue to focus interventions to support and challenge children living in SIMD 1 & 2 to raise attainment and ensure opportunities to work beyond expectation. |
| Next steps: * Continue to work collaboratively with staff to identify children in SIMD 1&2 who benefit from support to achieve national levels and those who benefit from further challenge to enable them to work beyond expectation in literacy and numeracy.
* Continue to make effective use of pupil support assistants and support for learning teacher to deliver evidence-based interventions for children in SIMD 1&2 who benefit from support to achieve national levels and those who benefit from further challenge to enable them to work beyond expectation in literacy and numeracy.
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| **Establishment priority 3**: 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 Priority Improvement in children and young people's health and wellbeingPlacing the human rights and needs of every child and young person at the centre of educationNIF Driver School leadershipParental engagementSchool Improvement | HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion1.1 Self-evaluation for self-improvementUNCRCArticle 28: (Right to education):*Article 3 (Best interests of the child):*  |
| **Outcome:*** All Children will feel a sense of belonging to the school community and will be able to demonstrate our new school values.
* There will be a 5% increase in the pupils accessing clubs/groups either through their own experiences at home or provided by Active Schools or School staff which will enable them to develop skills for learning life and work
* Increase in the number of children who can demonstrate their knowledge and understanding of Children’s Rights and their commitment to the UNCRC
* Increase in the use of the outdoor environment for well-planned curricular learning as well as a more consistent approach to providing learning opportunities within the local community.
* Children accessing LIAM training will be able to self-regulate at times of anxiety.

**Progress and impact of outcomes for learners in feeling a sense of belonging to the school community:*** Our refreshed school values, selected in consultation with pupils, parents, staff and partners, reflect the school that we want to have at the heart of our community. They are the values that we want our children to live by and strive for and will shape learning and teaching within the school.
* Our school continues on the journey to become a Mentally Healthy School. Knowledge and understanding of mental wellbeing has been developed throughout the school and most children can demonstrate the personal coping skills and positive relationships which support a sense of identity and belonging to the school community.
* All children and families have a shared understanding of our anti – bullying policy and our commitment to supporting positive relationships in our school community. Posters are displayed throughout the school and pupil questionnaires demonstrate that almost all children have a good understanding of how to build and support positive relationships.
* Planned opportunities for all children to perform and present several times throughout the school year have developed children’s talents and abilities, built confidence and supported wellbeing. These opportunities also support skills for learning, life and work and support a sense of belonging to the school community.

As a result of the above measures and evidenced in a pupil questionnaire, all children feel a sense of belonging to the St Ninian’s school community. As the values were refreshed towards the end of term, further work in session 2023 – 2024 needs to be undertaken to embed the new values so that they are fully demonstrated by pupils. **Progress and impact of outcomes for learners accessing clubs and groups:*** All children have had the opportunity to participate in school led or Active Schools after school or lunch time clubs
* Most children have participated in Active Schools or school led activities or clubs and this can be evidenced through Active School and in school data.
* In response to the pupil council, a football club was introduced for P6 and P7 pupils
* In response to the pupil council quiet games/ ICT clubs were set up at lunch time.

As a result of the above measures there has been 18% increase in the number of children accessing clubs and groups in and after school. However, a more robust tracking system needs to be developed to track children participating in clubs and activities outside of school to ensure opportunities for all. **Progress and impact of outcomes for learners in demonstrating their knowledge and understanding of Children’s Rights and their commitment to the UNCRC.*** The whole school community has a shared understanding of Children’s Rights and a commitment to a Rights Respecting Culture recognising the dignity and worth of each individual. Children’s Rights are embedded in teaching and learning throughout the school. This was recognised in March this year when we were awarded Gold Rights Respecting School status

As a result of the work done to embed Children’s Rights in the learning and teaching of our school and the commitment to Children’s Rights across the whole school community almost all of our children can demonstrate their knowledge and understanding of Children’s Rights and their commitment to the UNCRC. **Progress and impact of outcomes for learners in the use of the outdoor environment for well-planned curricular learning as well as a more consistent approach to providing learning opportunities within the local community.*** All pupils in Primary 1 have a timetabled Wednesday Walk around the local area. The focus of the walk is carefully planned to develop learning and teaching. The impact of the Wednesday Walk as a context for learning has had a significant impact on outcomes in learning in Health and Wellbeing, Literacy, Social Studies and Science.
* All classes have opportunities for well -planned outdoor learning making good use of the local area.
* We build links with outside agencies and partner agencies to develop outdoor learning in our school grounds and beyond.
* All pupils in P6 participated successfully in an Outdoor Learning Day at Inverclyde Sports Centre, Largs
* Almost all pupils in P7 successfully participated in a 4 day residential in Lochgoilhead. Funds were available so that no child missed out on this opportunity.

As a result of the above measures carefully planned outdoor learning opportunities throughout the local community, have impacted positively on children’s understanding of the local environment, social and emotional development as well as skills for learning, life and work. **Progress and impact of outcomes for pupils accessing LIAM training*** There has been a focus on emotional wellbeing and continuing to grow as a mentally healthy school and we have 2 trained LIAM counsellors within our staff.
* Wellbeing assessments and close communication with parents and partners enable us to identify children who may benefit from a LIAM referral.
* In consultation with parents, a LIAM referral is offered as an intervention to any child who struggles with anxiety.

As a result of the above measures all children who have been supported by LIAM have developed strategies to support them at times of dysregulation impacting positively on wellbeing, engagement with learning and attainment.  |
| Next steps: * Embed refreshed values
* Continue to grow as a mentally healthy school
* Continue to support children’s emotional wellbeing with appropriate interventions: LIAM and Seasons for Growth
* Further embed Outdoor Learning and making effective use of the local environment by developing a progression of key skills and connecting further with local community groups.
* Develop a robust tracking system to monitor children’s participation in clubs and groups outside of school.
* Continue to embed Children’s rights within the school curriculum and uphold Gold Accreditation
* Develop staff knowledge and expertise using a range of support strategies re Trauma Informed Practice
* Raise awareness across the school community of Global Citizenship and Cultural Diversity
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| **Establishment priority 4**: Improvement in skills and sustained, positive school-leaver destinations for all young people |
| NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people-NIF Driver Parental engagementParental engagement*Performance Information* | HGIOS/ELC QIs 3.3 Increasing creativity and employability3.1 Ensuring wellbeing, equality and inclusion2.5 Family Learning2.7 PartnershipsUNCRCArticle 28: (Right to education):*Article 31 (Leisure, play and culture):*  |
| **Outcome:** * By June 2023, all children will be included within pupil voice groups enabling them to develop their understanding of the impact their actions and the actions of others have on society.

**Progress and impact of outcomes for learners:*** The structure of our Pupil Voice Groups enables all children to have a voice. Pupil Voice Groups are linked with teaching and learning in Social Studies and Health and Wellbeing so that pupils feel empowered and can engage meaningfully and lead change in Learning for Sustainability, Children’s Rights, Ethical Trading, recognising and supporting needs and making positive change within our local community. Through participation in Pupil Voice Groups, all children are included, engaged and involved in the life of our school and have opportunity to be involved in decisions about their learning.
* Our children from P4-7 have taken on leadership roles in Eco, Ethical trading, Rights Respecting and Mini Vinnies.
* Most of our P6 and P7 children have developed skills for Learning Life and work through the Young Play Leaders programme supported by Active Schools.
* All of our P7 children have engaged with the Buddy Programme with P1 demonstrating organisation and leadership skills
* All of our P6 children will be Buddies for our new entrants in August 2023 and have already engaged with the programme building relationships with the younger children and leading play.
* Opportunities have been provided for all children to develop leadership skills through activities, events and assemblies. Almost all children have engaged with these opportunities.
* Visits from authors, building society and members of the community talking about their work, skills and responsibilities have supported children’s learning in developing skills for learning, life and work at every stage.
* Through the Laudato Si programme, all children have learned about challenges throughout the world because of poverty, consumption of goods and disrespecting the earth and those who live on it.
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| Next steps: * Continue to seek carefully planned opportunities to develop skills for learning, life and work.
* Continue to engage pupil voice groups fully
* Continue to develop learning for sustainability through engagement with the Laudao Si programme
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| **Additional PEF Spend – EG Cost of the School day**   |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs 1.1 Self-evaluation for self-improvement2.3 Learning, teaching and assessmentUNCRCArticle 28: (Right to education):Article 3 (Best interests of the child):  |
| **Spend: In session 2022 – 2023, our PEF allocation was £36,000. This was used to pay for 0.6 teacher.** We have identified children throughout the school impacted poverty who are behind expectation in their learning in literacy and numeracy. We have also identified children impacted by poverty who were ‘on track’ in literacy and numeracy and could be further challenged to be identified as ‘Beyond Expectation’0.6 teacher worked with identified children to raise attainment.Our Pupil Equity Fund enabled us to deliver interventions and support to achieve this. **Progress and impact of outcomes for learners:** **Almost all** children in SIMD 1&2 are achieving expected levels in Reading. **Almost all** children in SIMD 1&2 are achieving expected levels in Talking and Listening.**Most** children living in SIMD 1&2 are achieving expected levels in writing.**Most** children living in SIMD 1&2 are achieving expected levels in numeracy. |
| Next Steps: Participatory Budget is 1% decided by pupilsParent council involved in decision making on next year’s spend. |

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| Data  |
| Key Strengths: **Session 2022-23**Overall the attainment in St Ninian’s Primary is very good:* **Almost all** children in P1, P4 and P7 achieved national levels in Literacy and Numeracy
* **Almost all** children living in SIMD 1&2 in P1, P4 and P7 achieved national levels Literacy and Numeracy

All children who are not achieving national levels have targeted interventions in place to ensure progression.**Primary 7**A strong performance across all areas in P7 in comparison to Inverclyde Council average. **Almost all** children achieved national levels in listening & talking, reading, writing and numeracy.**Primary 6**A strong performance across all areas in P6 in comparison to Inverclyde Council average. **All** children achieved national levels in Reading. **Almost all** children achieved national levels Listening & Talking. **Most** children achieved national levels in Writing and Numeracy. All children in Primary 6 made progress across learning.**Primary 5**A strong performance across all areas in P5 in comparison to Inverclyde Council average. **All** children achieved national levels in Reading and Listening & Talking. **Almost all** children achieved national levels in Numeracy and **most** children achieved national levels in writing. Progress was made by all children in Primary 5**Primary 4**A strong performance across all areas in P4 in comparison to Inverclyde Council average. **All** children achieved national levels in Reading and Listening & Talking. **Almost all** children achieved national level in Numeracy. **Most** children achieved national levels in writing. All children in P4 made progress across learning. **Primary 3****Almost all** children in P3 are achieving national levels in Reading,Talking & Listening and Numeracy. **Most** children are achieving national levels in writing. **Primary 2**A strong performance across all areas in P2 in comparison to Inverclyde Council average. **Almost all** children achieved national levels in Listening & Talking, Reading, Writing and Numeracy. **Primary 1**A strong performance across all areas in P1 in comparison to Inverclyde Council average. **Almost all** children achieved national levels in Listening & Talking, Reading, Writing and Numeracy Key Priorities: * Continue to review planning, assessment and tracking of children’s progress to support teachers’ professional judgements and robust tracking and monitoring processes.
* Continue to develop staff knowledge and expertise using a range of support and assessment strategies to raise attainment particularly in writing and numeracy.
* Continue to build a culture of reading that will have a positive impact on attainment throughout the curriculum through participation in the reading schools award.
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National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:* All staff have consistently high expectations of learners
* We continually reflect on and develop our practice taking account of self- evaluation and vision for continuous improvement

Key Priorities: * To further develop the staff Strategic Teams and Leadership Roles
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| 2.3 Learning, teaching and assessment **Very Good** |
| Key Strengths: * Our learning environment is built on positive, nurturing and appropriately challenging relationships leading to high quality learning outcomes.
* We observe learners closely to inform well timed appropriate interventions

Key Priorities: * To continue to ensure consistency across the school and nursery through policies and quality assurance procedures
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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths: * Our school community has a shared understanding of wellbeing and children’s rights
* Relationships across the school community are positive and supportive

Key Priorities: * To continue to provide targeted support to improve the wellbeing of the children
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| 3.2 Raising attainment and achievement/Securing children’s progress Very Good Choose an item. |
| Key Strengths:* Almost all children are attaining appropriate levels and a few have exceeded these.
* The school’s data demonstrates our current learners are making very good progress.

Key Priorities: * To focus on continuous improvement of attainment with rigorous planning and assessment strategies.
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| **Other quality indictors evaluated from 3 year plan:**  |
| 2.6 TransitionsChoose an item. |
| Key Strengths:* There is a well- planned programme of transition arrangements in place.
* There are robust processes in place to ensure the transfer of information about all children their learning and achievements across the curriculum.
* Information about children’s learning and achievements is used effectively to ensure continuity in learning.

Key Priorities: * Continue to support children so that they demonstrate a high level of resilience and confidence during transitions and continue to make progress.
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| **Key Achievements of the Establishment** |
| * Gold Rights Respecting Schools Award (April 2023)
* Gold Reading Schools Award (June 2024)
* Bikeability Training offered to all Primary Primary 6 pupils.
* Scottish Booktrust Reading Schools Silver Award (August 2022)
* P6 performance of Great Scots a collaboration with Moorfoot and Gourock Primary supported by Inverclyde Music and Gourosck Schools and Churches Together
* Community Partnerships - Inverclyde Shed, Gourock Schools and Churches, Inverclyde Libraries
* Features in the Greenock Telegraph - for P5 Titanic Tea Party, P1 – P7 Scottish and Gold Rights Respecting Award
* P1 Wednesday Walk
* Primary 7 Residential trip to Lochgoilhead
* Primary 6 outdoor learning day in Inverclyde Sports Centre, Largs
* Participation and successes in Active Schools Challenges
* Participation in Gourock Highland Games
* Football Tournament with cluster and local primaries
* Participation in after school and lunchtime clubs.
* School Christmas show (P1 – P7)
* School show - Ali Baba and the Bongo Bandits (P6&P7)
* Pupils performed at Inverclyde Music Festival
* Pupils performed at local Dementia Cafe
* Successful transition programme – early years to P1 and P7 – secondary placement
* Successful parent workshops, Stay and Play, Linger and Learn and Parental involvement at assemblies
* P6 Ceilidh and celebration of learning for parents
* P7 Transition Tea
* Successful Fairtrade Bake Off Event raising awareness throughout the school and local community
* Mother’s Day Sale – raising money for SCIAF
* Mini Vinnies – pupil group raising money for local charities and supported Compassionate Inverclyde with ‘Jolly Boxes’ at Christmas.
* Wider achievement is celebrated throughout the school and shared with the community using Twitter and the school newsletter.
* Monthly Success Assemblies celebrate success and wider achievement of the children at home, at school and out in the community
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