**St Ninian’s Primary**

**Standards and Quality 2024-25**

|  |
| --- |
| **Context of the Establishment** |
| **Our Establishment**  St Ninian’s Primary School is a denominational school and is situated in Gourock. The school serves the communities of Gourock, Inverkip and Wemyss Bay.  Our roll is steadily increasing. In session 2024 -2025 our school roll was 327 children across 12 classes from P1-P7 -an increase of 4% since 2023- 2024. This year we enrolled 60 new P1s for session 2025 – 2026. An increase of 27% on the 2023 – 2024 intake.  The school was opened in 2018. It is built over 2 levels and provides a bright, stimulating learning environment with open and spacious learning areas throughout an extensive playground and MUGA.  The school’s Senior Leadership Team (SLT) consists of one Full Time Equivalent (FTE) Head Teacher, one FTE Depute Head and one FTE Principal Teacher. There are 8 full time teachers and 5 part time teachers, one of whom is 0.3 PEF funded  and two 0.8 Newly Qualified Teachers. The school is supported by 6 Pupil Support Assistants (PSAs), 2 clerical staff members split over 68 hours, 2 breakfast club assistants and a janitor. The school chaplains, Father Gerry McNellis and Canon Desmond Berry.    In session 2024 – 2025, the percentage of children in the school living in Scottish Index of Multiple Deprivation (SIMD) one and two was approximately 14% which led to a PEF allocation to the school of approximately £30,675. 10 of our children  had no registered SIMD decile. 26% of children in the school were identified with Additional Support Needs and a further 2% of our children were Care Experienced.  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:** Respect, Resilience, Inclusion 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 |

|  |  |
| --- | --- |
| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Choose an item  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **1.1 PLAY PEDAGOGY**   * All staff will report increased knowledge and confidence when planning high quality play pedagogy learning experiences (indoor and outdoor) by June 2025 * Almost all children will show increased engagement with play pedagogy learning experiences (indoor and outdoor), by May 2025.   **1.2 WRITING**   * Pupils across the school making expected progress in Writing will increase by 4% by June 2025.   **1.3 NUMERACY**   * Pupils across the school making expected progress in Numeracy and Maths will increase by 4% in June 2025.   **Progress and impact of outcomes for learners:**  **1.1 PLAY PEDAGOGY**   * Self-Evaluation data all staff reported increased confidence when planning play pedagogy learning experiences (indoor and outdoor) * Quality Assurance data shows a high level of engagement and quality play and enquiry learning experiences for all children in P1-7 * The Play Pedagogy Staff Strategic team worked collaboratively to develop high quality play pedagogy indoors and outdoors for the P1-2 children and support colleagues throughout the school with planning high quality play and enquiry opportunities * Play and enquiry opportunities are planned effectively across the school. * Children lead learning in the play zones provided for them throughout the school. Children are well supported by support staff in these areas and encouraged to develop their creativity, problem solving and social skills. * Global Play Day was celebrated across the school involving all children in high quality play experiences and raising awareness of the importance of play with the school community. * P1 – P3 have a ‘soft start’ each morning supporting readiness to learn for all pupils. * A termly rota is in place and parents sign up to support play in P1 and P2 on 4 days each week. The number of parents regularly supporting play and the weekly walks has increased significantly.   **1.2WRITING**   * Effective CLPL in writing – in particular daily deliberate practice of sentence building and explicit teaching of planning writing using the Single Paragraph Outline has resulted in increased attainment. * We have Shared our good practice in writing pedagogy with other local schools and the Strategic Pedagogical1.3 Leads. * Participation in school, cluster and local authority moderation events have supported high quality planning and teacher professional judgements. * Pedagogy is research informed - all staff have been encouraged to engage with The Inverclyde Literacy Strategy to support their knowledge and understanding of evidence informed instruction. * There has been a slight decrease of 0.9%, in the number of children making expected progress in writing. Raising attainment in writing will continue to be a focus in 2025 – 2026.   **1.3 NUMERACY**   * As part of Into- Headship, the DHT is undertaking a strategic change initiative based on numeracy and Maths. She has led very effective in house CLPL on effective pedagogy and interventions with a focus on mathematical fluency and retrieval practice. * All teachers participated in Teaching Sprints focused on fluency and retrieval practice. They reported increased engagement with numeracy and maths which has contributed to raised attainment across the school. * Effective training on retrieval practice in numeracy has resulted in all staff, including Pupil Support assistants (PSAs), demonstrating an improved understanding and capability to successfully deliver interventions to our identified pupils who were ‘behind expectation’ in Numeracy. This allowed individual pupils and small groups to successfully reinforce numeracy skills in with timetabled daily practice. Along with high quality teaching and learning by classroom teachers, interventions have resulted in raised engagement and attainment. All pupils in the identified numeracy group have made progress. * P4, P4/5 and P5 teachers engaged with CLPL to effectively deliver the Maths Burst programme in collaboration with Glasgow university. The programme had a particular focus on maths outcomes such as symmetry, tiling and coordinates. All teachers involved reported increased engagement from pupils. * Several new resources have been purchased to support attainment in Numeracy and Maths (Numeracy Blue-Print Boards, TJ Books, Zeta Maths, Maths Box) * P7 participated in cluster transition programmes supporting a shared expectation of standards and raising attainment. Data from the transition programme shows an average score of 81% for St Ninian’s P7 2024 – 2025 cohort compared to 68% for the 2023 – 2024 cohort. * There has been a slight decrease of 0.04%, in the number of children making expected progress in numeracy. Raising attainment in numeracy will continue to be a focus in 2025 – 2026. | |
| **Next steps**   * Offer CLPL to ensure high quality Play Pedagogy experiences continue to be embedded into daily practice across the school * To review approaches to planning, pedagogical approaches, assessment, tracking and data analysis in Literacy and Numeracy. * To continue to focus on raising attainment in writing and the successful reading culture in St Ninian’s * To continue to build upon the success of retrieval practice and the focus on mathematical fluency. | |

|  |  |
| --- | --- |
| **Establishment priority 2** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 3 (Best interests of the child):* |
| **Outcome:**   * All staff will report increased knowledge of the GIRFEC/Support for Learning procedures, by April 2025 * All staff will report increased knowledge and expertise to support identified children, by April 2025 * A group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers will maintain their ‘on track’ levels of attainment in writing and numeracy by May 2025 * A group of P2-7 targeted learners impacted by poverty will achieve ‘on track’ status levels of attainment in writing and numeracy by May 2025 * A group of P2-7 targeted learners impacted by poverty will achieve ‘beyond expectation’ levels of attainment in writing and numeracy by May 2025   **Progress and impact of outcomes for learners:**   * Self-evaluation and tracking data shows increased knowledge of the GIRFEC/Support for Learning procedures by all staff and increased knowledge and expertise to support identified children. * All parents of identified children have been offered meetings to discuss strengths, areas of concern and strategies to support their child. * In the group of P2-7 targeted learners impacted by poverty and at risk of falling behind their peers all learners maintained their ‘on track’ levels of attainment by June 2025 * In the group of P2-7 targeted learners impacted by poverty all achieved ‘beyond expectation’ levels of attainment by June 2025 * In the group of P2-7 targeted learners impacted by poverty, all children showed an increased pace of learning and a range of data including regular assessments, jotter monitoring and teacher observations show that almost all of this group made a year’s progress across this session. | |
| **Next steps**   * To continue to be rigorous and focused with our interventions. * To continue to focus on the small group of identified pupils who are not yet ‘on track’ in numeracy, writing or reading, involving parents more fully in the process. | |

|  |  |
| --- | --- |
| **Establishment priority 3** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Choose an item  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.4 Personalised support  1.3 Leadership of change    UNCRC  Article 3 (Best interests of the child):  *Article 28: (Right to education):* |
| **Outcome:**  **3.1 VALUES and AIMS**   * Almost all children and stakeholders will have an increased awareness and understanding of our revised school vision and aims by June 2025   **3.2 LEGISLATIVE FRAMEWORKS**   * All staff will report increased knowledge of legislative frameworks and the new GIRFEC planning procedures, by June 2025   **3.3 TRAUMA INFORMED PRACTICE**   * Almost all targeted children, will have increased levels of engagement and wellbeing, as a result of the Trauma Informed strategies, by June 2025 * Almost all staff will report continued development of knowledge and expertise using a range of support strategies, by June 2025   **3.4 CULTURAL DIVERSITY and GLOBAL CITIZENSHIP**   * All pupils will have further developed their learning around Global Citizenship and Cultural Diversity and the role that they can play in making positive change and challenging prejudice and discrimination by June 2025   **Progress and impact of outcomes for learners:**    **3.1 VISION and AIMS**   * Following the current head teacher’s announcement in February of this year of her intention to retire in June 2025. It was considered appropriate, in consultation with staff and our education officer, that work undertaken to review the vision and aims of St Ninian’s would be undertaken in 2025 – 2026 with the new head teacher.   **3.2 LEGISLATIVE FRAMEWORKS**   * All staff participated in CLPL to build knowledge of legislative frameworks and GIRFEC planning procedures. During class progress meetings, PRDs and Positive Conversations with PSAs, all staff said they felt better informed and had a better understanding of these processes as a result.   **3.3 TRAUMA INFORMED PRACTICE**   * Quality Assurance and Self-evaluation data showed the development of staff knowledge and expertise using a range of support strategies for children impacted by trauma. * Almost all identified learners impacted by trauma have remained ‘on track’ with learning. * All staff including clerical staff have participated in Keeping the Promise CLPL. In April 2025, the school received the Keeping the Promise award in recognition of learning undertaken to support care experienced children. * Almost all care experienced children are on track with learning. * All support staff participated in the one-day refresh of PPB training leading to a better understanding of how to identify potential triggers and support children to remain within their window of tolerance. * 2 members of staff participated in the 3-day PPB training. This further developed their understanding of potential triggers, how to support children to remain within their window of tolerance and how to respond effectively to a child in crisis. * All support staff attended training in Circle Inclusive Classrooms and Up Up and Away resources enabling them to support teachers in building a fully inclusive learning environment. * A new resource, Emotion Works, was purchased to support children’s emotional literacy; supporting all children and particularly those affected by trauma to identify their feelings, understand triggers and be aware of the body sensations associated with feelings. All staff engaged in Emotion Works Training. Quality assurance data indicates that all children and staff feel that the learning around emotion works has had a positive impact on children’s emotional literacy and wellbeing.   **3.4 CULTURAL DIVERSITY and GLOBAL CITIZENSHIP**   * Quality Assurance data shows almost all children were able to discuss their knowledge of Global Citizenship and Cultural Diversity linked to the St Ninian’s Reading Framework by June 2025 * Staff reported that almost all children were able to explain the links between the books and rights education, global and local issues and their role as agents of change. * Early Level and Second Level Staff participated In WOSDEC Anti -Racism CLPL supporting them in planning high quality lessons to raise awareness and understanding of this issue. Almost all children can confidently talk about the importance of being anti- racist. * All Staff participated in WOSDEC - Learning for Sustainability with a focus on Global Citizenship CLPL supporting teachers’ knowledge and understanding of diversifying the curriculum. Data from class progress meetings shows that all teachers have a growing awareness of the importance of diversifying the curriculum and actively seek every opportunity to do so. * P6 and P7 Teachers participated in Climate Ready Classrooms CLPL supporting planning of high-quality lessons on Climate Change and developing children’s understanding of their responsibilities in caring for our planet. | |
| **Next steps:**   * Continue to review GIRFEC/Support for Learning Procedures (annual basis) * Ensure Trauma Informed Practice is embedded in the school - review plan * Continue to raise awareness of legislative frameworks * Continue to use Circle Inclusive Classroom to support learners * Continue to seek every opportunity to diversify the curriculum in a meaningful and relevant way to reflect cultural diversity. | |

|  |  |
| --- | --- |
| **Establishment Priority 4** | |
| NIF Priority  Improvement in Skills and Sustained Positive Destinations for School Leavers  NIF Driver  School Leadership  School Improvement | HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **4.1 STEM & SCIENCE**   * All P1-7 staff will report an increase in confidence and knowledge to plan high quality Science and STEM learning experiences, by June 2025 * Almost all P1-7 children and staff will report an increase in confidence and engagement in Science and STEM learning experiences, by June 2025   **4.2 DIGITAL LITERACY**   * Almost all P1-7 children and parents will report an increase in knowledge of Internet Safety, by June 2025 * The school will have achieved the Digital Schools Wellbeing Award, by June 2025   **4.3 OUTDOOR LEARNING**   * All staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences, by June 2025 * Almost all staff will report an increase in children’s confidence and engagement in Outdoor Learning experiences, by May 2025   **4.4 SKILLS DEVELOPMENT**   * All staff and children will report and increased knowledge of the St Ninian’s skills progression framework, by June 2025 * Learning across the curriculum including play and outdoor leaning will have increased all learners’ understanding of identified meta skills linked to their learning and achievements by June 2025   **Progress and impact of outcomes for learners:**  **4.1 STEM & SCIENCE**   * In collaboration with the local Authority STEM Lead, our school working party and STEM Leaders from each class supported staff across the school to deliver high quality learning opportunities in STEM including a range of workshops with partners; The Royal Navy, RIAT, DXC Technologies and Glasgow Science Centre. * Our STEM Leaders ran a STEM lunchtime club and collaborated with the product design department at St Columba’s effectively developing outcomes in technology and design. All children participating reported increased confidence in using tools and machinery. * All staff participated in Learning for Sustainability training and engaged with the Local authority STEM lead to deepen knowledge and understanding and offer high quality STEM learning experiences across the school. * Self-evaluation data showed all teachers reported increased confidence and knowledge when planning high quality Science and STEM learning experiences. * Quality Assurance data showed a high level of engagement in all STEM learning experiences for all children, including in participation in STEM events in Inverclyde and beyond.   **4.2 OUTDOOR LEARNING**   * Self-evaluation data showed an increase in confidence and knowledge of some staff to plan high quality Outdoor Learning experiences. * Staff reported that most children showed increased confidence and engagement with outdoor learning particularly in P1 and P2 where almost all children were able to talk confidently about experiences learning outdoors. * All children in P1 participated in the Wednesday Walk and P2 participated in the Weekly Wander. These carefully planned, high-quality outdoor learning opportunities have developed learning and improved outcomes across the curriculum. * Almost all P7 children participated in the Lochgoilhead Residential which had a focus on outdoor learning to build skills for learning, life and work. * Primaries 2 and 3 had the opportunity to work with partners – Clyde Muirshiel Rangers – to explore the shore- line at Lunderston Bay and Cornalees supporting learning in nature skills and den building skills. * More classes have been making use of the local environment to develop outcomes and experiences through outdoor learning and almost all children can talk confidently about outdoor learning experiences.   **4.3 SKILLS DEVELOPMENT**   * Self-evaluation data showed all staff are familiar with the Skills Scotland skills framework * Quality assurance processes demonstrate that all children can talk confidently about meta skills and the impact on their learning and achievements in school and out with.   **4.4 DIGITAL WELLBEING**   * Observations from Senior Leaders show increased staff confidence when teaching digital skills, including digital wellbeing across the school. * Following effective training by our Digital Leader and Digital Literacy Leaders from P1 – P7, children and staff have increased access to digital tools which support digital wellbeing and almost all children report a growing awareness of cyber resilience and cyber safety. * Evidence to support the Digital Wellbeing Award has been collated and will be sent for validation in the new session. | |
| **Next Steps:**  Further develop pupil voice, parental engagement and community partnerships to enhance the learning experiences in STEM, Science and Outdoor Learning  Develop outdoor learning to incorporate opportunities offered by new ‘community green space’ being developed next to the school  Continue to promote skills development across the school  Continue to promote digital wellbeing across the school engaging parents more fully. | |

|  |
| --- |
| **Data** |
| **Key Strengths:**  **School:**   * Sustained high attainment and attendance levels * Effective quality assurance, tracking and data analysis procedures * Effective partnerships to support the children’s attainment * Recognition of the children’s achievements in school, at home and out in the community * Wide range of opportunities provided to enhance the children’s experience and meet the needs of learners * Children’s well -developed capacity to articulate their skills development and progress.   **A table with numbers and a few words  AI-generated content may be incorrect.**  **ATTAINMENT DATA**   * For session 2024/25, attainment remains high within all organisers across Literacy and Numeracy. * Attainment across Literacy and Numeracy exceeds the local average, the family group average and the national average. * In Listening and Talking and Reading and Numeracy almost all pupils are on track or beyond. In Writing most children are on track or beyond. * In SIMD 1-2, most pupils are on track for their learning and making very good progress against last session’s data. * In P1, **all** children are on track or beyond with Listening and Talking. **Almost all** children are on track or beyond in Reading, Writing and Numeracy. * In P2, **all** children are on track or beyond in reading and numeracy. **Almost all** children are on track or beyond in Listening and Talking and Writing. * In P3, **almost all** children are on track or beyond for Talking and Listening and Reading and **most** children are on track or beyond for writing and numeracy. * In P4, **almost all** children are on track or beyond for Listening and Talking, Reading and Numeracy. **Most** children are on track or beyond for Writing. * In P5, **almost all** children are on track or beyond for Listening and Talking and Reading. **Most** children are on track for Writing and Numeracy. * In P6, **all** children are on track or beyond for Listening and Talking. **Almost all** children are on track or beyond for Reading. **Most** children are on track or beyond for Writing and Numeracy. * In P7, **almost all** children are on track or beyond for Listening and Talking, Reading and Numeracy. **Most** children are on track or beyond for writing.   **Key Priorities:**  **School:**   * Continue to sustain the high attainment and attendance level trend * Continue to develop tracking of children’s attainment and achievement across the whole curriculum * Continue the strong focus upon rigorous tracking of data to meet learner needs * Continue to use well planned interventions to support learning, in particular for writing and numeracy |

**National Improvement Framework Quality Indicators**

|  |
| --- |
| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**  **School**   * Committed staff team * Effective staff and pupil leadership * Effective strategic planning with high aspirational aims and measures * The school’s continuous improvement journey, all staff aware of the school’s priorities, all staff clear on high expectations and standards set * The impact of the senior leadership team’s personal commitment to professional learning on whole school developments. * In House CLPL empowers and motivates staff and has a positive impact on practice   **Key Priorities:**  **School**  Further develop staff and pupil leadership roles Continue to build on self-evaluation and quality assurance processes with all stakeholders to ensure sustainable change.  Through a process of consultation with all stakeholders, review the school’s vision statement and aims to ensure that it is still meaningful and relevant to the context of the school within its community. |

|  |
| --- |
| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**  **School**   * Positive learning ethos and culture High quality learning experiences Skilled teachers and support staff Implementation of effective pedagogical approaches * Learners are provided with high-quality feedback from peers and staff, to allow accurate understanding of their progress and what they need to do to improve. * Learners use digital technologies to enhance learning experiences and provide opportunities for independent learning. * Motivated and engaged children * Welcoming nurturing and supportive ethos, clam learning environment and happy children Positive relationships that promote a Rights Respecting culture Skills and knowledge learned for national accreditation schemes are embedded and reinforced across the school ie Gold Rights Respecting School, Reading School, Digital literacy Award. * ‘The St Ninian’s Lesson’ created in consultation with pupils and staff is embedded across the school.   **Key Priorities:**  **School:**   * Continue to review pedagogical and assessment approaches across the school * Continue to develop quality outdoor play experiences for all learners both within school grounds and in the community. |

|  |
| --- |
| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| **Key Strengths:**  **School**   * Positive school ethos and relationships * Effective use of Trauma Informed Practice and Circle Inclusive Classroom strategies in the school * Effective approaches to identify and support children * Positive impact on children’s wellbeing * The St Ninian’s Reading Framework with a focus on global citizenship is embedded across the school and supports children to celebrate diversity and challenge discrimination.   **Key Priorities:**  **School**   * Continue to implement Trauma Informed Practice and Circle Inclusive Classroom strategies in the school * Pupil voice to include a wider range of views more regularly building upon the existing class leadership groups, STEM Ambassadors, Digital literacy Leaders, Missio Group and Pupil Council. * Continue to raise awareness of legislative frameworks around wellbeing, equality and inclusion with all staff |

|  |
| --- |
| **3.2 Raising attainment and achievement/Securing children’s progress**  **Very Good** |
| **Key Strengths:**  **School**  • Sustained high attainment and attendance levels • Effective partnerships to support the children’s attainment • Recognition of the children’s achievements in school, at home and out in the community • Wide range of opportunities provided to enhance the children’s experience and meet the needs of learners • Children’s well- developed capacity to articulate their skills development and progress  **Key Priorities:**  **School**   * Continue to sustain the high attainment and attendance level trend Continue to develop tracking of children’s attainment and achievement * Expand on existing opportunities for leadership of learning throughout the school * Continue the strong focus upon rigorous tracking of data to meet learner needs * Continue to use well planned interventions to support learning, in particular for writing and numeracy. |

|  |  |
| --- | --- |
| **Other quality indictors evaluated from 3 year plan** | |
| 2.6 Transitions  2.6 Transitions | |
| **Key Strengths:**  **School**   * Strong relationships and good communication with early years colleagues and secondary partners to support transitions. * Robust transition plan for Nursery – P1 and P7 – S1 including regular visits to nurseries by school staff and regular opportunities for nurseries to visit St Ninian’s * Personalised support for identified pupils when transitioning from year to year and at key points of transition. * Transition meetings with parents and partners to support transitions for identified children from year to year and at key points of transition * Strong relationship with ICOS to support transitions from year to year and at key points of transition * Open afternoons and opportunities throughout the year for new parents to visit the school. * Transition Tea – an opportunity to showcase P7 learning for parents and secondary colleagues supporting a shared understanding of standards * 27% increase in P1 roll from previous year.   **Key Priorities:**  **School**   * Continue to develop strong links with partner nurseries, ELCs and secondary colleagues. * Continue to develop robust transition plan for Nursery – P1 and P7 – S1 * Continue to work with early years, secondary colleagues to support transitions for identified children from year to year and at key points of transition |

|  |
| --- |
| **Key Achievements of the Establishment** |
| Opportunity to celebrate activities, awards, events, partnerships  Successful Transition programme: nursery – P1, P7 – S1   * Community Partnerships – Clyde Muirshiel Rangers, Inverclyde Shed, Inverclyde Libraries, Dementia Café, Gourock Schools and Churches Together Community Group, Police Scotland Community Police * Features in the Greenock Telegraph - for Celebration of Scots Language and Inverclyde Festival * Monthly Success Assemblies - celebrating the achievements of the children at home, at school and out in the community * Participation in Inverclyde Music Festival * Wednesday Walks and Weekly Wanders (P1 & P2) * Successful Parent Helpers supporting Play * Successful Parent Numeracy Workshops * Successful Parent Literacy Workshop * Successful Stay and Play sessions * Successful Linger and Learn sessions * Christmas Nativity Play * Performances at Parent Council Coffee Mornings * Performances at Dementia Café * Visits to Care Homes * Participation in lunchtime and after school clubs * Participation in sporting events * Pupil Led Assemblies * P7 Transition Tea * P7 Residential to Lochgoilhead * P6 and P7 Summer Show |