

Context of the Establishment

Our Establishment

St Ninian's Primary School is a denominational school and is situated in Gourrock. The school serves the communities of Gourrock, Inverkip and Wemyss Bay.

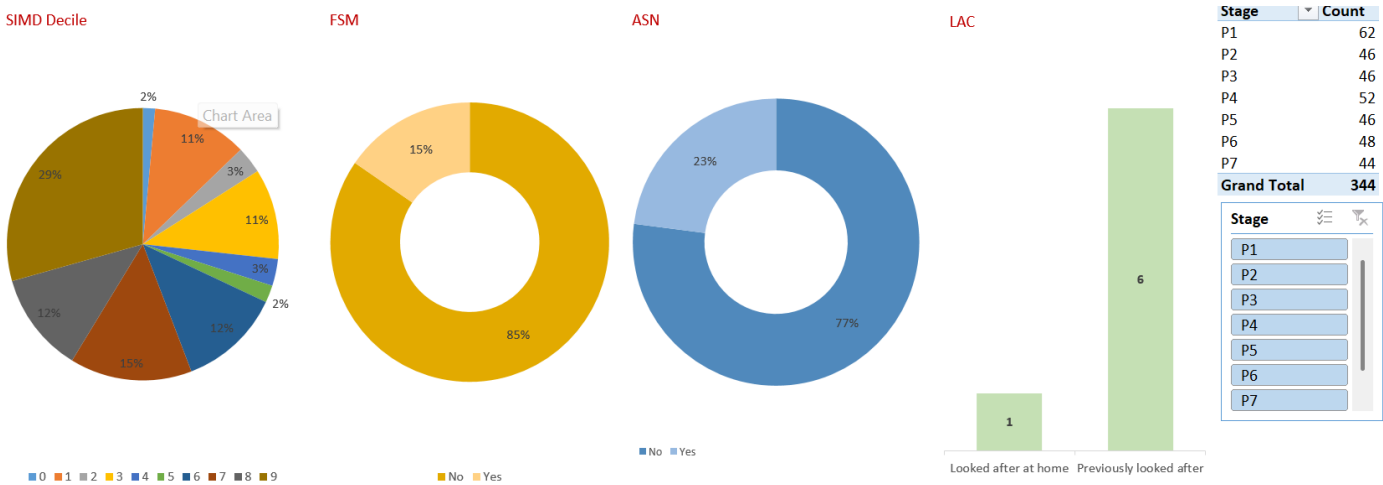
In session 2025 -2026, our school roll was 345 children across 13 classes from P1-P7, a steady and sustained increase. There has also been a steady increase in Placing Requests to the school, particularly at the Primary 1 stage.

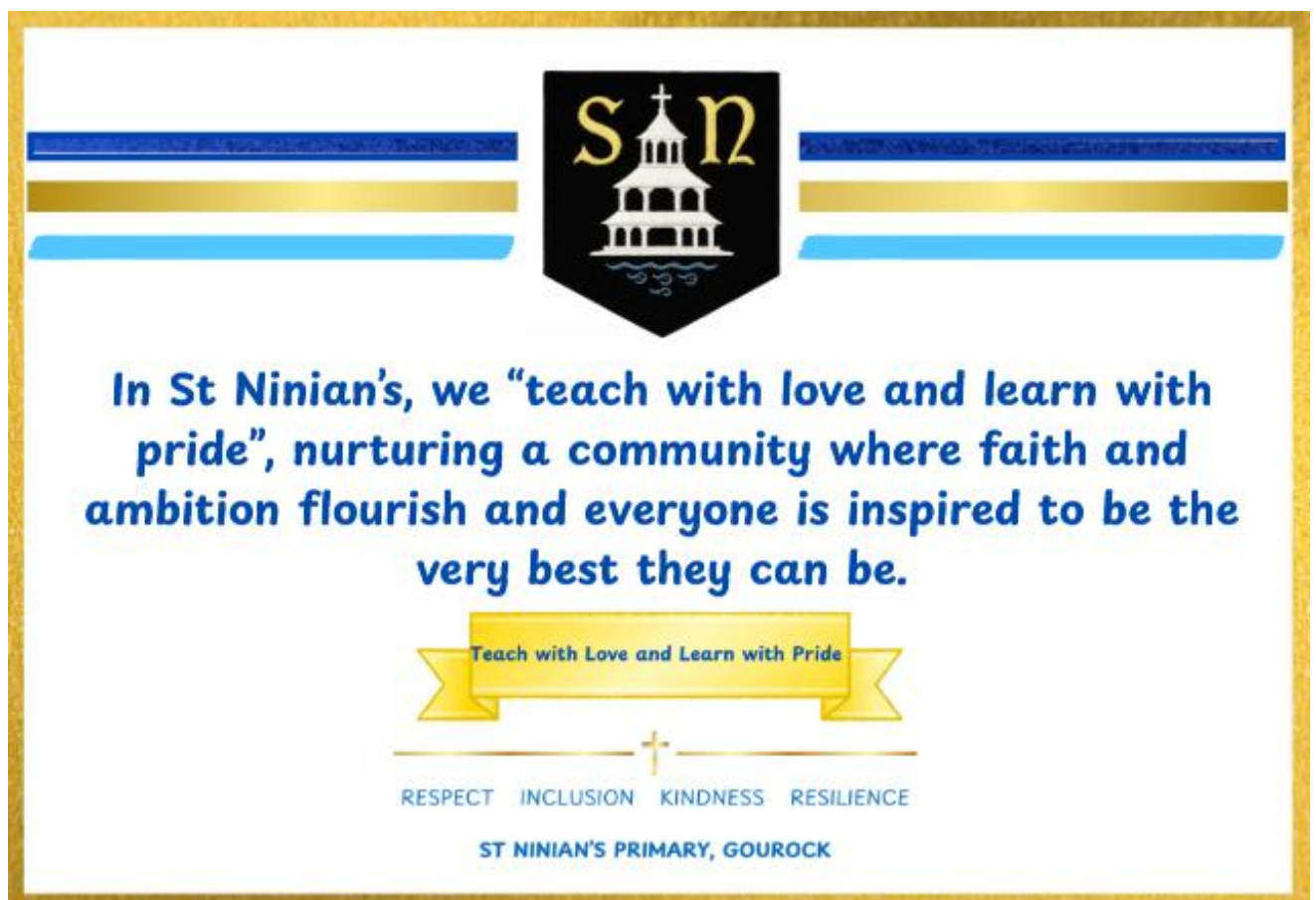
The school was opened in 2018. It is built over 2 levels and provides a bright, stimulating learning environment with open and spacious learning areas throughout with an extensive playground and MUGA. As well as having 14 classrooms, the school benefits from a large gym hall, a purpose built canteen, a new Creative Zone named "The Creation Station", a dedicated meeting room and all office areas as necessary for a large school.

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. Our teaching staff supplement equates to 17.2FTE made up by 19 teachers including 2 Newly Qualified Teachers (NQTs). The school is supported by 6 Pupil Support Assistants (PSAs), 2 clerical staff members, 2 breakfast club assistants and a janitor. The school chaplains, Father Gerry McNellis and Canon Desmond Berry, support the school community.

In session 2025/26, the percentage of children in the school living in Scottish Index of Multiple Deprivation (SIMD) one and two was approximately 15% which led to a PEF allocation to the school of approximately £30,675. 23% 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, Gourrock.





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

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

NIF Driver

Assessment of children's progress

School Improvement

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

1.1 PLAY PEDAGOGY

- All staff will report increased knowledge and confidence when planning high quality play and enquiry pedagogy learning experiences (indoor and outdoor) by June 2026
- Almost all children will show increased engagement with play pedagogy learning experiences (indoor and outdoor), by May 2026.

1.2 LITERACY

- Almost all pupils across the school will continue to make expected progress in Reading and Talking and Listening.
- Pupils across the school making expected progress in Writing will increase by 2.3% by June 2026.

1.3 NUMERACY

- Pupils across the school making expected progress in Numeracy and Maths will increase by 2% in June 2026
- Almost all pupils will show increased confidence in maths and mental agility evidenced by pupil surveys and tracking data.

1.4 CLOSING the POVERTY RELATED ATTAINMENT GAP

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 2026

- A group of P4 and P7 targeted learners impacted by poverty will achieve 'on track' status levels of attainment in writing and numeracy by May 2026
- A group of P5 targeted learners impacted by poverty will achieve 'on track' status levels of attainment in writing by May 2026
- A group of P2-7 targeted learners impacted by poverty will achieve 'beyond expectation' levels of attainment in writing and numeracy by May 2026

PEF used to support closing the gap:

£27,160 will pay for a 0.2 PEF teacher (£12,700) to support closing the poverty related attainment gap and a 15 hour Pupil Support Assistant (11,449) to support interventions and Outdoor Learning development.

Progress and impact of outcomes for learners

1.1 Play Pedagogy

- There is clear evidence of increased staff knowledge and confidence in play and enquiry pedagogy following recent professional learning, with more frequent use of play-based approaches evident across both indoor and outdoor environments. However, practice remains variable and requires further consistency to ensure high-quality experiences in all classes.
- Most staff are beginning to plan purposeful play and enquiry experiences, with a stronger focus on child-led learning and use of open-ended resources. Next steps include strengthening the clarity of learning intentions and ensuring that adult interactions consistently extend children's thinking.
- Early signs of increased pupil engagement are evident, with many children demonstrating improved motivation, independence and sustained involvement during play-based learning. To build on this, greater emphasis is needed on

learner agency and opportunities for children to lead their own enquiries. An introduction of personal projects will assist this.

- Outdoor learning is developing positively, with increased use of outdoor spaces to support play pedagogy. However, this is not yet fully embedded and would benefit from clearer expectations and more regular, planned opportunities across all stages using the love outdoor resources, closely linked to the benchmarks..
- Approaches to monitoring and evaluating play pedagogy are emerging, including informal observations and discussion. Further work is required to embed systematic tracking of both staff practice and pupil engagement to ensure improvement is sustained and aligned with agreed whole-school expectations.

1.2 Literacy

- Talking and listening remains a clear strength across the school, with almost all children demonstrating confidence in expressing ideas, engaging in discussion and responding to questions. However, this is not yet translating consistently into improved writing attainment and so will be a focus of intervention.
- Staff are effectively providing opportunities for high-quality dialogue and collaborative learning, supporting children's vocabulary and oral skills. Next steps include strengthening the explicit teaching of writing skills to ensure children can apply their ideas more effectively in written form.
- While children are able to articulate their thinking well, there remains a gap between oral ability and written outcomes. Increased focus is required on structured writing approaches, modelling and feedback to support progress and raise attainment.
- Writing attainment rose from an overall average of 89.6% in session 24/25 to an overall average of 91.3% in session 25/26. Although this did not fulfil the targeted increase of 2.3%, it did show significant inroads in attainment in writing with planned steps to strengthen this further into next session.

1.3 Numeracy

- Tracking data demonstrates a 1.6% increase in numeracy and mathematics attainment, representing strong progress towards the targeted 2% improvement. Most pupils have made expected progress, with attainment trends continuing to move in a positive direction. Ongoing focus on high-quality learning and targeted support will help sustain this momentum and further improve outcomes.
- Most pupils are demonstrating increased confidence in maths, particularly in mental agility, as evidenced through pupil feedback and classroom observations. However, staff should continue to provide consistent opportunities for practice and application to ensure this confidence translates into secure attainment gains.
- While improvements in both attainment and confidence are evident, further work is needed to ensure consistency across all stages, with a sharper focus on targeted support and challenge to ensure almost all learners achieve expected progress.

1.4 Closing the Poverty Related Attainment Gap

- Targeted learners across P2–P7 are demonstrating steady progress in maintaining 'on track' attainment in writing and numeracy, suggesting that current supports are having a positive impact. Continued focus on consistency will help sustain this progress.
- Learners in P4, P5 and P7 are making steady progress towards achieving 'on track' attainment in writing and numeracy, with evidence of gradual improvement over time. Further refinement of targeted approaches will support more consistent attainment across all learners, especially for those children who have joined the school since last session.
- There is emerging evidence of steady progress in writing for targeted learners in P5, with many moving closer to 'on track' expectations. Ongoing support and focused teaching will be important in securing these gains.
- A growing number of targeted learners are making steady progress towards 'beyond expectation' attainment in writing and numeracy, demonstrating increasing depth in their learning. Continued challenge and extension

opportunities will support further movement into this group. The creation of the St Ninian’s Standard will support a deeper understanding of shared expectations and what “beyond” looks like against the national benchmarks.

- Next Steps**
- Agree and implement a clear whole-school play pedagogy model and non-negotiables to ensure consistency in practice across all classes, including expectations for indoor and outdoor learning.
 - Strengthen staff practice through ongoing modelling, coaching and peer observation, with a focus on improving the quality of adult interactions and extending children’s thinking.
 - Develop a more consistent approach to planning high-quality play and enquiry, ensuring clear links to learning intentions, progression and national benchmarks.
 - Increase opportunities for learner agency, including the introduction and embedding of personal projects to enable children to lead their own learning and enquiries.
 - Improve the teaching of writing, with a stronger focus on structured approaches, explicit modelling and high-quality feedback to better translate strong talking and listening into improved attainment.
 - Embed robust and systematic tracking and monitoring approaches across play pedagogy, literacy, numeracy and targeted interventions to ensure consistency, measure impact and support further gains in attainment, particularly for identified learners.
 - Refinement of the St Ninian’s Standard to ensure a consistent approach to shared expectations across the school.

Establishment priority 2

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Parental engagement

School Improvement

HGIOS/ELC QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 3 (Best interests of the child):

Article 28: (Right to education):

Outcome:

2.1 VISION STATEMENT and AIMS

- **Almost all children and stakeholders** will have an **increased** awareness and understanding of our revised school vision and aims by **June 2026**

2.2 GIRFEC and LEISLATIVE FRAMEWORKS

- **Almost all targeted children**, will have **increased** levels of engagement and wellbeing, as a result of the Trauma Informed strategies, **by June 2026**
- **Almost all staff** will report **continued development** of knowledge and understanding of the Positive Relationships Policy and expertise using a range of support strategies, **by June 2026** supporting positive relationships across the school.
- **All targeted children** will have an **increase** in levels of engagement and wellbeing as a result of the trauma informed and Circle Inclusive Classroom by **June 2026**
- Self -evaluation data will show an **increased** knowledge and understanding of the revised Inverclyde Anti Bullying Policy **by all staff by June 2026**
- Data from surveys will show an **increased** knowledge and understanding of the revised St Ninian's Anti Bullying Policy **by almost all pupils and parents by June 2026**
- **Almost all staff** will report **continued development** of knowledge and understanding of the St Ninian's Equalities Policy **by June 2026**

2.3 GLOBAL CITIZENSHIP and CULTURAL DIVERSITY

- **All children** will have participated in a Global Citizenship and Cultural Diversity IDL project linked to the St Ninian's Reading Framework, by May 2026 **increasing awareness and understanding** of social justice, equalities and sustainability and the role that they can play in making positive change and challenging prejudice and discrimination
- **All children, staff and parents** will have an **increased awareness** of Global Citizenship and Cultural Diversity by May 2026
- **All staff** will report an **increased awareness** and understanding of diversifying the curriculum by May 2026
- **Almost all children** will discuss Children's Rights **confidently by June 2026**

2.4 ATTENDANCE

- **A group of P2-7** targeted learners impacted by poverty will have **improved** attendance levels by **June 2026**
- High attendance levels will be **sustained for all learners** by **June 2026**
- **Almost all stakeholders** will report an **awareness** and understanding of St Ninian's Attendance Policy by **June 2026**

2.5 SIGNS of SAFEGUARDING

- **The senior leadership team** will demonstrate an **increased understanding** of identifying concerns and improving collaboration with partner agencies as part of safeguarding by **June 2026**

Progress and impact of outcomes for learners:

2.1 Vision, Values and Aims

- The refreshed school vision has been collaboratively refined and is now being articulated, with increasing staff confidence in referencing and embedding these within day-to-day practice and learning experiences.
- There is early evidence that children and the wider school community are beginning to understand and engage with the revised vision; however, continued reinforcement and consistent visibility will support deeper embedding across all stakeholders.

2.2 GIRFEC and Legislative Framework

- Targeted children are demonstrating improved engagement and wellbeing through trauma informed and Circle Inclusive Classroom approaches.
- Staff show increased confidence in applying the Positive Relationships Policy, with more consistent use of supportive strategies.
- Staff understanding of the Inverclyde Anti-Bullying Policy has improved, with greater consistency in practice, although this needs to fully embed.
- Some pupils and parents show increased awareness of the school's Anti-Bullying Policy.
- All staff report improved understanding of the St Ninian's Equalities Policy, supporting more inclusive practice.

2.3 Global Citizenship and Cultural Diversity

- All pupils have participated in a Global Citizenship IDL in classes, with increased awareness of social justice and equality evident. Equalities group worked with feeder nurseries to deepen their knowledge.
- All staff show improved understanding of how to diversify the curriculum and reference this regularly in data meetings.
- Most children can discuss Children's Rights with increased confidence.

2.4 Attendance

- Targeted learners are showing improved attendance, contributing to an overall positive trend.
- Attendance across the school remains high and has improved to an average of 95.4%, reflecting strong whole-school approaches.
- Almost all stakeholders demonstrate increased awareness of the Attendance Policy, supporting sustained high attendance.

2.5 Signs of Safeguarding

- HT has completed training with a newly appointed DHT still to undergo official training.

Next steps

- Based on new vision, ensure aims and curriculum rationale build upon this, capturing the school ethos as a result.
- Increase visibility and consistency of the school vision through regular reference in assemblies, classrooms and communications to deepen understanding for all stakeholders.
- Embed trauma informed and relationships approaches more consistently across all stages through ongoing coaching, shared practice and monitoring.
- Strengthen awareness and application of Anti-Bullying and Equalities policies through continued engagement with pupils, parents and staff.
- Further develop diversification of the curriculum, ensuring consistent, progressive approaches across all stages and clearer links to Children's Rights.
- Maintain and build on strong attendance, with ongoing targeted support and monitoring for identified learners.

- Ensure full compliance and consistency in safeguarding training, including completion of required training for all members of the Senior Leadership Team.

Establishment priority 3

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people
Choose an item

NIF Driver

School Improvement
Assessment of children's progress

HGIOS

2.2 Curriculum
3.2 Raising attainment and achievement

QIF ELC QIs

Choose an item.
Choose an item.
Choose an item.
Choose an item.

UNCRC

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

Outcome:

3.1 STEAM

- All P1-7 staff will report increased confidence and knowledge to plan high quality STEAM learning experiences through play and enquiry based pedagogy by June 2022
- Almost all P1-7 children and staff will report an increase in confidence and engagement in STEAM learning experiences, by June 2026

3.2 DIGITAL LITERACY

- Almost all P1-7 children and parents will report an increase in knowledge of Internet Safety, by June 2026
- Data from parents surveys and questionnaires will show an awareness of strategies to support Digital Wellbeing by June 2026
- The school will have achieved the Digital Schools Wellbeing Award, by June 2026

3.3 OUTDOOR LEARNING

- All staff will report an increase in confidence and knowledge to plan high quality Outdoor Learning experiences, by June 2026
- Almost all staff will report an increase in children's confidence and engagement in Outdoor Learning experiences, by May 2026

3.4 META SKILLS

- All staff and children will be familiar with the skills progression framework by June 2026
- Almost all children will be able to describe their skills development using the skills framework by June 2026

Progress and impact of outcomes for learners:

3.1 STEAM

- Confidence and understanding in almost all staff in planning high-quality STEAM learning through play is developing, however this is not yet consistent across all stages, indicating that further professional learning and support is required to achieve the desired impact by June 2026.
- Children's and staff engagement in STEAM learning is increasing with most staff teaching STEAM confidently and with emerging evidence of enthusiasm and participation; however, this is not yet evident for almost all learners, highlighting the need for more consistent, high-quality experiences.

- Progress towards building a cohesive, play-based STEAM approach is evident, but current practice does not yet fully ensure that almost all staff and learners demonstrate confidence and sustained engagement, reinforcing the need for continued focus on pedagogy and implementation.

3.2 Digital Literacy

- Children and parents demonstrate increased awareness of Internet Safety, with survey feedback evidencing improved understanding; however, this is not yet consistent across almost all stakeholders, indicating the need for further engagement and reinforcement.
- Awareness of strategies to support Digital Wellbeing is developing, with positive trends evident in questionnaire data; however, this has not yet reached the level required to secure the Digital Schools Wellbeing Award, highlighting the need for a more strategic and sustained approach.

3.3 Outdoor Learning

- Staff engagement in Outdoor Learning CLPL demonstrates a strong commitment to developing practice, with early evidence of increased confidence in planning experiences; however, this is still at an emerging stage and not yet consistently embedded across all classes.
- Children's confidence and engagement in Outdoor Learning is beginning to strengthen, supported by staff's growing knowledge; however, practice remains variable, indicating the need for continued professional learning and more consistent application to achieve impact for almost all learners.

3.4 Meta Skills

- Positive steps have been taken to introduce and embed the skills progression framework, with increasing familiarity evident among staff and children. However, this is not yet fully embedded, as almost all learners are not yet consistently able to articulate their skills development confidently using the framework.

Next steps

- Implement a targeted CLPL programme using the Creation Station to model high-quality, play-based STEAM practice, ensuring consistent staff confidence across all stages.
- Develop a clear, progressive STEAM framework and timetable regular access to the Creation Station to ensure consistent, high-quality experiences for all learners.
- Strengthen parental engagement through workshops and communication to improve consistency in Internet Safety and Digital Wellbeing understanding.
- Develop and implement a clear action plan aligned to Digital Schools Award criteria, ensuring systematic evidence gathering and progression towards accreditation.
- Build on existing CLPL by introducing a progressive outdoor learning pathway, ensuring consistency of planned experiences across all classes.
- Provide structured opportunities for staff to apply learning (e.g. co-planning, peer observations and practitioner enquiry) to embed high-quality outdoor practice more consistently.
- Embed the skills progression framework within planning and learning conversations to ensure consistent use across all stages.
- Develop regular opportunities for pupil reflection and dialogue to support learners in confidently articulating their skills development.

Data

Key Strengths:
School

- Overall attainment remains strong, with almost all learners achieving expected levels across Listening & Talking, Reading, Writing and Numeracy, indicating effective core learning and teaching approaches.
- Sustained high performance in upper stages (SIMD 3–10), with attainment consistently above 92% across most areas, demonstrates strong progression and effective targeted support.
- Positive improvement in writing attainment over time, increasing from 89.6% (2024–25) to 91.3% (2025–26), showing impact of focused interventions.
- Consistency in Listening & Talking and Reading, both remaining above 95% across all cohorts, reflects a strong literacy foundation across the school.
- Sustained increase in Numeracy attainment overall, reflecting impact of focus on numeracy.
- Attendance remains high leading to overall strong attainment across the school.

Year	Listening & Talking	Reading	Writing	Numeracy
2025/26	96.8%	95.6%	91.3%	93.9%
2024/25	97.2%	96.3%	89.6%	92.3%
2023/24	96.8%	96.9%	90.5%	92.7%

Key Priorities:
School

- Reduce the attainment gap across all curricular areas, particularly in Numeracy and Writing where the gap has widened further in 2025–26, through more targeted support and tracking of SIMD 1–2 learners.
- Strengthen attainment in early years (SIMD 1–2), particularly in Writing and Numeracy, where outcomes remain significantly lower than the overall cohort, requiring focused early intervention and support.
- Address the recent slight dip in reading attainment, compared to 2024–25, by reviewing consistency in learning and teaching approaches across stages.
- Increase pace of progress for targeted learners, ensuring that strategies for equity (e.g. interventions, differentiation, and tracking) are consistently applied and monitored for impact.

Quality Indicators

1.3 Leadership of Change

Very Good

Key Strengths:

School

- The school has a clearly articulated, ambitious vision focused on improving outcomes for all learners, which is well understood and lived out across the community.
- Pupils, staff, parents and partners are actively involved in shaping and reviewing the vision, demonstrating genuine ownership and distributed leadership.
- Almost all staff have a clear understanding of the school's strengths and areas for development, using a wide range of data and evidence to drive improvement.
- SLT carefully guide the pace and direction of improvement ensuring any change is meaningful and sustained.
- Ongoing CLPL is integral to change within the school with regular opportunities for staff to review and enhance pedagogy.

Key Priorities:

School

- Further strengthen how the school measures the direct impact of leadership, professional learning, and change initiatives on learner outcomes.
- Continue refining approaches to ensure that the vision, values, and aims are consistently evident in all classrooms and experiences for every learner.
- Build on existing strong practice by maximising opportunities for peer collaboration, practitioner enquiry creativity and innovation to drive even greater improvement.

2.3 Learning, teaching and assessment

Very Good

Key Strengths:

School

- Learning and teaching are consistently of a high quality, with clearly structured lessons, effective pace and strong modelling supporting learners to make very good, sustained progress in literacy and numeracy.
- Staff demonstrate a high level of pedagogical skill, using a range of well-chosen strategies and resources to engage learners and meet their needs effectively, particularly in the teaching of core skills.
- High expectations are evident across all classes, with learners motivated, independent and able to articulate their learning, reflecting a strong learning culture and positive relationships.
- Assessment and tracking is used effectively to support learning, with timely feedback and clear next steps helping learners to understand their progress and improve their attainment in literacy and numeracy.
- Learning environments are inclusive, purposeful and well-organised, supporting active engagement, collaboration and opportunities for learners to apply their skills across a range of contexts.

Key Priorities:

School

- Continue to strengthen differentiation to ensure consistently high levels of challenge and support for all learners, particularly to extend higher-attaining pupils and close any remaining gaps.
- Further develop learners' ability to take greater ownership of their learning, including setting targets, leading learning and applying skills more independently across contexts.
- Enhance and embed the use of dialogic teaching across all areas of the curriculum.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths:

School

- Relationships across the school are very positive, supportive and respectful, with learners feeling safe, valued and included, creating strong foundations for wellbeing and learning (QI 3.1).
- Staff know learners well and use this understanding effectively to respond to their emotional, social and developmental needs, supporting high levels of engagement and wellbeing across the school.
- Learners demonstrate confidence, resilience and increasing independence, supported by a nurturing ethos and consistent approaches to promoting positive behaviour and inclusion.
- Effective universal supports are in place, with staff working collaboratively to ensure that children's wellbeing needs are identified early and addressed appropriately.
- The school promotes a strong culture of inclusion and equity, ensuring that children experience success and feel respected as individuals within a caring and supportive environment.

Key Priorities:

School

- Further embed Emotion Works approaches across all stages to ensure consistency in how learners recognise, understand and manage their emotions, leading to improved wellbeing outcomes for all.
- Develop a more consistent, explicit focus on dialogic teaching to support learners in articulating and exploring their emotions, enabling deeper discussion, reflection and emotional literacy.
- Strengthen opportunities for learners to lead conversations about their wellbeing, ensuring they can confidently talk through emotions and apply strategies to regulate and support themselves and others.

3.2 Raising attainment and achievement/Securing children's progress

Very Good

Key Strengths:

School

- Attainment across the school is very strong, with most learners making very good progress in literacy and numeracy, reflecting highly effective teaching and a consistent focus on achievement.
- Staff demonstrate a clear understanding of standards and expectations, using assessment and moderation processes effectively to ensure judgements are accurate and reliable.
- High-quality tracking and monitoring systems support staff to identify progress and intervene appropriately, contributing to positive outcomes for the majority of learners.
- Learners are motivated and take pride in their achievements, benefiting from a culture that celebrates success and encourages continuous improvement.
- Strong collaborative working ensures a shared understanding of attainment data, supporting well-informed planning and targeted interventions.

Key Priorities:

School

- Continue to embed the newly developed St Ninian's shared expectations to ensure consistency in approaches to learning, teaching and assessment, supporting the sustainability of high attainment over time.
- Further strengthen tracking and monitoring of minority groups to ensure more precise identification of gaps, enabling targeted interventions that improve equity and outcomes for all learners.
- Enhance the use of attainment data to evaluate the long-term impact of interventions, ensuring that improvements are sustained and continue to raise attainment for all groups of learners.

Other quality indicators evaluated from 3-year plan (Schools)

HGIOS

2.2 Curriculum

Choose an item.

Choose an item.

Choose an item.

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Choose an item.

Choose an item.

Choose an item.

Choose an item.

Key Strengths:

School

- All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.
- This is clear in the sustained high levels of attainment across all indicators.
- There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.

- An audit of the current curricular offer has allowed for new plans to be created.

Key Priorities:

School

- Involve all stakeholders in contributing to a new curriculum rationale that builds upon our new vision, values and aims and takes in consideration the audit of our offer and the new plans we have in place.
- A clear focus on ensuring a dialogic approach to all areas of the curriculum become embedded across the school to enhance all aspects of learning for all children.
- Ensure outdoor learning is regular, progressive and enhances the learning experience for all children.

Key Achievements of the Establishment

- Successful Transition programme: nursery – P1, P7 – S1
- Strong Community Partnerships – Clyde Muirshiel Rangers, Inverclyde Shed, Inverclyde Libraries, Gourock Schools and Churches Together Community Group, Police Scotland Community Police and Active Schools.
- Participation in Inverclyde Music Festival
- Successful Stay and Play sessions in P1-3
- Successful workshops and showcases of learning in P4-7
- Whole School Christmas Nativity Play
- Performances at Parent Council Coffee Morning
- Performances at Altna Craig Nursing Home
- Participation in lunchtime and after school clubs
- Participation in sporting events
- Successful netball team winning 3 competitions
- Successful athletics team ranking 2nd across all events in the authority
- Development of the new Creative Zone in upper school
- Pupil Led Masses and Assemblies
- Primary 4 and Primary 7 Sacraments
- P7 Transition Tea
- P7 Residential to Lochgoilhead
- New Senior Leadership team including new HT and new DHT.