

Cambusbarron Primary School

Standards & Quality Report 2023-24



Introduction

Cambusbarron Primary School Standards and Quality Report 2023-24 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

Our School Context

Cambusbarron Primary School is a non-denominational school with a nursery class. Cambusbarron Primary sits in the heart of the community with commanding views over Stirling and the surrounding area. The school grounds support children to learn through play with a Multi-Use-Games Area , a large pitch, Daily Mile track and several hard surface playgrounds for the children to explore.

The school roll is 226 across P1 to P7 with 9 classes in total. The leadership team includes a Headteacher, Depute Headteacher, 1 Principle Teacher and 2 part time Principle Teachers.

Attendance is above the national average and there have been no exclusions in recent years. We liaise with parents to discuss individual cases and circumstances and provide support as required.

The percentage of children entitled to free school meals is 8.8% which is an increase of 1.5% since last session. We currently have 0.8% of our pupils from SIMD Decile 1 and 2 which is a decrease of 1.27% since last session. We currently have 13.7% of our children who are in receipt of the Clothing and Footwear Grant. 1.3% of our learners are Care Experienced.

The school has established strong links with Stirling High, where the majority of our P7 leavers transition to. The school has developed effective partnership working within Stirling Learning Community schools; Allans Primary, Borestone Primary, Braehead Primary, Gargunnoch Primary and St. Ninian's Primary. The school is involved in a School Improvement Partnership with Raploch Primary and Strathblane Primary schools.

There are currently 49 children attending our Nursery. The nursery is involved in an Improvement Partnership with Riverside Nursery, Raploch Nursery and Acrewood Nursery. This mutually beneficial relationship supports the sharing of best practice. The nursery Standards and Quality report is available on request.

We have a supportive Parent Council with a sub-groups for Fundraising and events (FREG) Fundraising. Working alongside the Parent Council we have further developed their role and representation to ensure that all classes are represented. We have developed strong links with the Community

Council, the Community Development Trust, the local library, Therapets, the local Church and are working in partnership on the SENSE project with the University of Strathclyde and Learning Through Landscapes.

Our Curriculum

Through our curriculum, we aim:

- o To provide learning experiences which are relevant, challenging and enjoyable
- o To equip children with the necessary skills, attitudes and ambitions to help them on their learning journeys
- o To encourage children to be creative, to adapt to change and to be actively involved in and responsible for their learning
- o To encourage good citizenship by promoting the values of respect, responsibility, friendliness, honesty, courage and ambition.
- o To equip children with an understanding of their own learning
- o To encourage children to understand and value both our local and wider communities.

Our aims are to be ambitious for our children and young people, their families and communities, delivering excellence and equity and promoting children's rights. To listen, nurture, care and support children and young people to play, to learn, to participate and to flourish.

Our Vision, Values and Aims

At Cambusbarron PS, our children are at the centre of all we do. We strive to inspire, challenge and support each and every individual to aspire to be the best they can be, never to give up, be curious about learning and life and to grasp every opportunity with open hands. We strive to provide a happy, caring, achieving and inclusive school community where children are motivated to learn and grow together becoming responsible citizens, successful learners, confident individuals and effective contributors within our society



Our Aspirational Aims

A – always demonstrate and lead by our school values to nurture a strong sense of integrity in our community with learners who have strong values at their core.

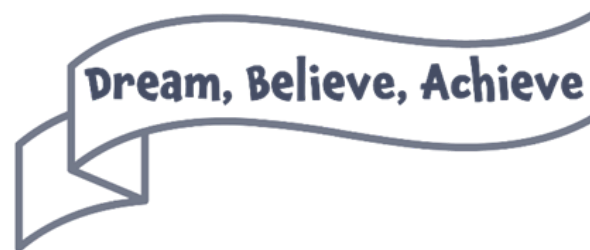
S – strive to work closely with families, our community and wider partnerships to support enriching experiences and to be adaptable, responsive and supportive to every individual's needs.

P – provide high quality, relevant, rich and engaging learning experiences which motivate, challenge and meet the needs of all our learners.

I – inspire our learners to be aspirational, ambitious, resilient and courageous to enable them to realise their own hopes and dreams.

R – recognise that we are all different and to be inclusive, compassionate and to celebrate each other's diversity and unique qualities. To empower our learners to know who they are as individuals and to value and respect themselves and others.

E – equip our learners with transferable skills which will support them in becoming resilient life-long learners and successful global citizens who approach life with curiosity and critical thinking to solve problems.



Our Self-Evaluation Process

The report aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

We strive to continuously improve our approaches to self-evaluation. We are determined to continue strengthening our engagement with learners, parents, staff and wider stakeholders to inform this process.

The learner is at the centre of all that we do. The **National Improvement Framework** sets out the key areas for improvement in our schools. Click on this link to read more

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Self-Evaluation for Self-Improvement is at the heart of our practice at Cambusbarrow Primary. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. This process supports us to examine;

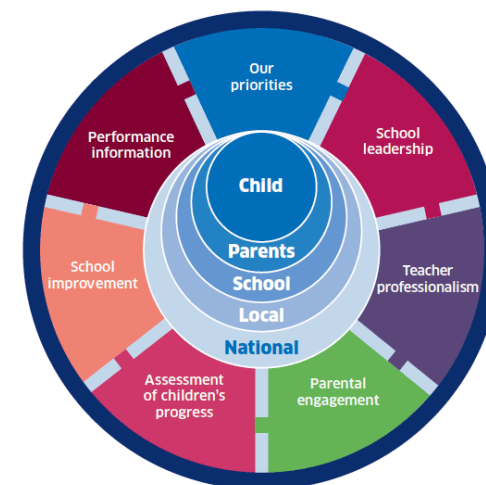
- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

As part of our procedures for monitoring school effectiveness, we have engaged in a range of self-evaluation activities These have included:

- **Analysing data:** → Baseline Assessments → Analysis of a broad range of data
- **Gathering and evaluating Stakeholder views:** → Evaluations of and feedback from families, learners, staff
- **Observing directly quality of practice:** → Working alongside teachers → Formal and informal Peer / Leadership team classroom visits
- **Documentation:** → Forward planning → Tracking, Impact and Planning meetings → Reports to parents in person and through Pupil Progress Reports → Use of HGIOS 4 and Wee HGIOS to inform self-evaluation

All teaching staff and support staff are members of the School Improvement Planning team. Other stakeholders, including children, parents and support staff are also key to planning our improvements and evaluating our progress.

This report will be shared on our website. Abbreviated printed copies of the report are available from the school office. A display copy is available in the staffroom.



Review of progress for session 2023-2024

Priority 1
2.3 - Learning, Teaching and Assessment - all staff will plan and deliver high quality learning and teaching in order to engage learners, provide pace and challenge, raise attainment and improve outcomes for all learners.

Key Actions	Progress What specifically will you have done?	Impact How do you know your progress has had an impact? What evidence do you have?	Next Steps
<p>Writing Creation of a writing framework as part of the Cambusbarron Literacy Policy</p>	<p>✓ Through consultation with staff we recognised the need for a framework to clarify learning, teaching and assessment approaches in writing. From this we created a Framework which focuses on three main aspects: spelling, handwriting and a writing progression to support a robust and clear pathway supporting breadth and depth of experiences for learners.</p> <p>Spelling</p> <p>✓ We trialled 'Wraparound Spelling' spelling approach P3/4, P4 & P6</p> <p>✓ Developed and delivered 'Wraparound Spelling: Introduction' to all staff with the intention staff P4-7 will explore and experiment with the approach over the next term</p>	<p>Spelling</p> <p>❖ All trial classes have noticed a positive impact in day-to-day writing and SWST results. There has been an increase in standardised score as well as accuracy and confidence when 'having-a-go'.</p> <p>❖ The majority of learners are observed applying taught strategies e.g. stretching words, counting the sounds</p>	<p>Spelling</p> <p>➤ Wraparound Spelling to be embedded for learners post RWInc</p> <p>➤ Revisit and refresh key aspects of Wraparound Spelling in the new academic year for newcomers and gather feedback from staff</p>

	<p>Handwriting</p> <ul style="list-style-type: none"> ✓ Collect information about current practice and difficulties at all stages P1-7 ✓ Research into current best practice including 'formation families'; the impact a lack of fluency in handwriting has as learners progress ✓ Identified a simple, but effective progression of skills and key teaching points from P1-3 <p>Writing Pathway</p> <ul style="list-style-type: none"> ✓ Explored pathways of other Learning Communities ✓ Evaluated the strengths of the different pathways ✓ Develop a consistent approach to the teaching of writing at Cambusbarron Primary ✓ Create a tracker document to support tracking achievements and next steps of groups and individuals 	<p>and clapping the syllables when spelling.</p> <ul style="list-style-type: none"> ❖ Since the start of Term 4, all classes P4-7 have implemented the W.A.S approach and this will be embedded from the beginning of Term 1 2024-25. <p>Handwriting</p> <ul style="list-style-type: none"> ❖ Knowledge and understanding of handwriting, handwriting difficulties and the importance of handwriting in the automaticity of the writing process has improved. ❖ 'Formation Families' approach developed and trialled by SFL with a small group. Evidence of significant impact on formation and fluency of writing has been collected. Additional support is data informed, planned and evaluated effectively. <p>Writing Pathway</p> <ul style="list-style-type: none"> ❖ Pathways explored offer clarity, progression and a depth of skill building 	<p>Handwriting</p> <ul style="list-style-type: none"> ➤ Identify a resource / approach to support the daily input of handwriting for P1-3 and to support learners with identified difficulties in handwriting <p>Writing Pathway</p> <ul style="list-style-type: none"> ➤ Writing trackers embedded to support effective data analysis to inform support and next steps in learning ➤ Embed Writing Framework to support consistency of approach in learning,
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	<p>Writing Moderation</p> <ul style="list-style-type: none"> ✓ Moderation within Stirling Learning Community. ✓ All staff are confident in using Benchmarks and Pathways to inform planning and achievement of a level. 	<p>Writing Moderation</p> <ul style="list-style-type: none"> ❖ The writing moderation process provided valuable opportunities for self-reflection and discussion. Collecting evidence and analysing a body of evidence helped support staff understanding of the Benchmarks and expectations of a level. 	<p>supporting depth, progression and coherence</p> <ul style="list-style-type: none"> ➤ Further develop learners' self reflection into their own strengths and identified / targeted next steps as writers. <p>Writing Moderation</p> <ul style="list-style-type: none"> ➤ Support staff to further develop their understanding and consistent approach to the planning, delivery and assessment of writing. ➤ Through CLPL support staff to further develop their understanding of pedagogical approaches that engage learners and lead to desirable outcomes.
<p><u>Reading</u></p> <p>Completion of a reading framework as part of the Cambusbarron Literacy Policy</p>	<ul style="list-style-type: none"> ✓ Researched current best practice in the teaching of reading in order to develop an effective & consistent approach at Cambusbarron Primary. ✓ Complete Reading Framework with all the included components and disseminate to staff. ✓ All learners across the school have experienced additional planned opportunities to engage in rich reading 	<ul style="list-style-type: none"> ❖ Increased Interest and motivation in reading has been observed across all year groups for most children. ❖ A consistent approach for staff to understand the appropriate age and stage of novels has been provided through the use of a novel list. This used the AR bookfinder resource giving a ATOS level which was translated for our Scottish system. 	<ul style="list-style-type: none"> ➤ Reading trackers embedded to support effective data analysis to inform support and next steps in learning ➤ Embed Reading Framework to support consistency of approach in learning, supporting depth, progression and coherence

	<p>experiences through author visits, online sessions and engagement with local libraries, bookshops and book fayre.</p> <ul style="list-style-type: none"> ✓ Sourced, ordered and organised new Read Write Inc books for inclusion in lessons. Updated RWI reading records to reflect new reading resources. ✓ Purchased additional quality stories/non-fiction texts for P4-P7. Created a novel list with appropriate age and stage information, complete with accompanying digital resources for the majority of texts. ✓ Created and trialled revised Reading tracker to support teacher judgement. ✓ Created Reading Records for use by class teachers in recording their groups and reading books. ✓ Created reading records for support for learning texts (e.g. Barrington Stoke and Rapid Readers) so that these can be used and tracked. ✓ Sourced, ordered and organised a staff library full of current and inspiring educational texts for staff to borrow. 	<ul style="list-style-type: none"> ❖ Teachers are learning new strategies and/or exciting resources to deliver an improved and vibrant reading pedagogy. ❖ Teachers can use tracker to identify gaps in learning more accurately and track progress over time. Tracking and Impact meetings will focus on the needs of the supported children as well as the interventions in place (are they working?). ❖ Staff develop their capacity and understanding by being able to access current and inspiring educational texts easily. ❖ Staff trialling the Revised Reading Tracker report that it supports teacher judgement and assessment. ❖ Revised Reading Records have improved consistency of recording and will effectively support handover discussions. ❖ Due to discussion around the staff library texts, some staff took part in a book club, reading for later discussion-developing professional learning. 	<ul style="list-style-type: none"> ➤ Continue to implement a reading buddy programme to promote a positive reading culture and leadership ethos across the school. ➤ Support staff to have consistent expectations and understanding of planning and assessment to further informed by analysis of data to identify strengths and areas for development for all learners.
<p>Play Based Learning in the Early Years</p>	<ul style="list-style-type: none"> ✓ Consulted with other schools where Play is embedded as to the planning, delivery and assessment practices of Learning through Play in other establishments. 	<ul style="list-style-type: none"> ❖ Practitioners share and demonstrate a deeper understanding of Learning through Play theory and understanding. Practitioners note that this has directly impacted their 	<ul style="list-style-type: none"> ➤ To share our Play Rationale and relevant aspects of the Framework with our parents to support a community shared understanding of

<p>Embedding the Cambusbarron Play Framework</p>	<ul style="list-style-type: none"> ✓ Engaged with professional reading and Education Scotland frameworks to support the creation of a Cambusbarron Framework. ✓ Liaised and consulted with our Nursery Team through the Adventures with Alice Pedagogy Toolkit. ✓ Developed a Cambusbarron Play Framework to support the shared vision and understanding of Play at Cambusbarron PS. ✓ Developed an Environmental Audit framework to ensure rich, purposeful and equitable play provocation experiences for all learners across Primary 1. ✓ Developed the use of Floor books to evidence, evaluate and celebrate play experiences. ✓ Created and developed planning structures and documents to plan meaningful and relevant play experiences. ✓ Developed the Cambusbarron Skills Framework to apply to purposeful play. 	<p>planning and pedagogical approaches.</p> <ul style="list-style-type: none"> ➤ The Play Framework has resulted in a shared vision, understanding and approaches to Learning through Play at Cambusbarron for all Primary 1 children. ➤ All children have equitable learning experiences across Primary 1 with a balance of play experiences to enrich their learning. ➤ Children are able to identify their own successes, learning and development of skills through play and are aware of their own personal targets for continuous improvement. ➤ Children are capable independent learners with the developed skills to plan, develop and extend their own learning. 	<p>the purpose of play and learning through play.</p> <ul style="list-style-type: none"> ➤ Consult families and gather feedback on our rationale and aims of Play in Primary 1 at Cambusbarron to further develop our framework and approaches. ➤ Embed the use of the Framework and supporting documents in session 24/25. Evaluate and amend as this is used based on feedback and further learning to ensure the Framework is comprehensive and fit for purpose.
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<p><u>Numeracy</u></p> <p>Creation of a Numeracy framework</p>	<ul style="list-style-type: none"> ✓ Framework created with links to the pathways linked to HAM, assessment resources, best practice in lesson planning, focus on core skills, key resources and approaches in developing a Numeracy & Maths culture ✓ Shared an alternative pathway with P1 year group to explore a different approach to key numeracy skills 	<ul style="list-style-type: none"> ❖ Staff report clarity and times saved in locating key documents ❖ Reorganising the Maths resources has led to a notable increase to accessing resources to support the concrete and pictorial approach to teaching maths. 	<ul style="list-style-type: none"> ➤ Transfer our links to HAM to the Stirling Numeracy Pathway ready to share in August 2024 ➤ Share the resources from Education Scotland and offer more CPD to strengthen understanding of CPA, use of resources to support learning and explore the nuances of the updated planner
<p><u>Languages</u></p> <p>Refreshing the 2+1 curriculum</p>	<ul style="list-style-type: none"> ✓ Created a revised whole school progression planner for French from early years to P7 including online resources and a phonetic vocabulary bank for teacher reference re pronunciation and spelling. ✓ Have started a whole school progression planner for British Sign Language to support the delivery of teaching and learning. 	<ul style="list-style-type: none"> ❖ Initial feedback to the French Progression planner has been positive from staff who believe this will support the teaching of French. Feedback provided lead to improvements. ❖ BSL planner has been completed at P5 level. This requires further thought to develop through to p7. This has been hindered by staffing challenges and will require further development in session 24/25. 	<ul style="list-style-type: none"> ➤ Gather, evaluate and action feedback regarding the French Progression planner at the end of T1 ➤ Continue to develop the BSL whole school progression broadly at P1-4 and in more depth for P5-7.
<p>Priority 2</p> <p>1.3 Leadership of Change - <i>developing collaborative leadership at all levels to embed improvements which are meaningful and relevant</i></p>			
<p>Key Actions</p>	<p>Progress</p>	<p>Impact</p>	<p>Next Steps</p>

<p><u>Leadership at all Levels</u></p> <p>Promoted Staff</p> <p>Continue to strengthen the remits of promoted staff to ensure change is evaluated, embedded and results in positive change.</p> <p>Working Parties</p> <p>All staff will engage in the planning, evaluating and delivery of agreed School Improvement Targets through working parties.</p>	<ul style="list-style-type: none"> ✓ Promoted staff remits were reviewed and streamlined to focus on improvement priorities. ✓ Staff at all levels take responsibility for implementing change that leads to positive outcomes for all children. ✓ Planning for continuous improvement is evidence-based, effectively tracked and linked to effective self-evaluation. 	<ul style="list-style-type: none"> ❖ SLT feedback evidenced that remits were more focussed on improvement priorities and linked to working party developments and PRD's. ❖ SLT have effectively led working parties and supported all Teaching staff to engage in positive change that is evidence-based, effectively tracked and linked to effective self-evaluation. evidenced in their Rapid Action Planning. ❖ Approaches to improvement planning (Rapid Action Planning /Clarifying Canvas) has further supported staff to clearly identify priorities, track change, identify next steps and support individual accountability within the team. Some feedback identified some additional changes that would further support planning 	<ul style="list-style-type: none"> □ Embed approaches to SLT meetings to ensure regular feedback re progress / barriers. □ Ensure regular opportunities to discuss progress towards SLT remits. □ Revisit and adapt Rapid Action Planning to further support clarity for planning change
<p>Pupil Leadership</p> <p>Pupil Leadership roles will be developed throughout the school developing skills for learning, life and work.</p>	<ul style="list-style-type: none"> ✓ New design for Learner Leadership Action Plans across all groups 	<ul style="list-style-type: none"> ❖ Action plans for all groups are consistent which has supported learners to engage in planning for positive change. The impact of Learner 	<ul style="list-style-type: none"> □ Embed a planned approach to promoting Learner leadership assemblies / newsletters

	<ul style="list-style-type: none"> ✓ Learner Leadership displays updated and relocated ✓ Forth Valley Youth Voice Charter used as a guide to engage learners in leadership. 	<p>Leadership groups is more effectively tracked, evidenced and evaluated.</p> <ul style="list-style-type: none"> ❖ Update and relocation has raised the profile of our Learner Leadership groups and increased visibility of their actions and achievements. ❖ Forth Valley Youth Voice Charter supported school staff to consult and engage with our learners to establish their views and opinions. ❖ Almost all children involved in Learner leadership groups report that they have the opportunity to affect positive change in school. 	<ul style="list-style-type: none"> □ Continue to promote and engage with the Youth Voice Charter as a template to gathering feedback. □ Further develop opportunities for all learners at all stages to participate in leadership opportunities.
<p><input type="checkbox"/> Support Staff</p> <p>Regular Support staff meetings and development sessions held</p>	<ul style="list-style-type: none"> ✓ Support staff sessions added to school calendar at the start of the session and a format for meetings agreed ✓ Support staff completed self evaluation skills audit forms in Aug 23. SLA Skills Audit was evaluated and formed the basis of planned training. ✓ Some in-house development sessions were cancelled due to staff absence but additional sessions were delivered through the Local Authority on Inset days. 	<ul style="list-style-type: none"> ❖ Calendered sessions were planned and delivered with a clear agenda and action points supporting continuous improvement. ❖ Almost all SLA 's reported that the training delivered was linked to their skills audit and supported their development as practitioners. ❖ SLA's reported that the delivered development sessions were effective and staff recognised an improved offer from the Local Authority which 	<ul style="list-style-type: none"> □ Continue to plan support staff meetings ensuring staff have an opportunity to lead on improvements and feedback to the management team. □ Continue to plan and deliver in-house training based on feedback from the SLA team. Continue to engage in local authority training as offered.

		positively impacted on their service delivery.	<input type="checkbox"/> Continue to look for opportunities for SLA's to lead on change where possible.
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Priority 3
2.2. Curriculum Rationale and Design - placing the needs of learners at the centre of our curriculum.

Key Actions	Progress	Impact	Next Steps
<p><u>Creative Curriculum Development</u> Introducing and embedding our refreshed Curriculum rationale with all stakeholders</p>	<ul style="list-style-type: none"> ✓ Curriculum rationale refreshed with all stakeholders involved. New curriculum planning and documents designed to support our creative, progressive and engaging learning and experiences for our learners. ✓ Three year cycle curriculum planners launched with all staff P1 - P7. ✓ Context planners created and launched across P1 - P7. ✓ Cambusbarron Skills Framework created and softly launched across P1 - P7. 	<ul style="list-style-type: none"> ❖ All staff and partners understand the clear direction of our ambitious long-term plan of our curriculum and expect high levels of attainment and achievement for all learners. ❖ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills across the curriculum. ❖ Shared vision and understanding of planning, progression and experiences for learners across all staff P1 - P7. ❖ Robust planning ensures all children experience a progressive, relevant, in-depth and broad curriculum experience in all areas. ❖ All learners are effectively tracked in progress and appropriate and timely 	<ul style="list-style-type: none"> □ Launch new values across our school community and work to embed these within all aspects of school life. □ Design and launch a Curriculum infographic to share our vision, values and aims of our school with all stakeholders. □ Quality assure context planners through planning meetings to discuss planning for meaningful and relevant learning experiences and the inclusion of wider contextual themes and experiences linked and included (i.e. LfS, Digital, Outdoor Learning etc). □ <i>Linking to above - (Does the curriculum experienced by our learners reflect our rationale?)</i>

		<p>support and challenge is identified for all individual needs.</p> <ul style="list-style-type: none">❖ The curriculum is adaptable, flexible and responsive to ensure all learners needs are met across the school, with appropriate support and challenge.	<ul style="list-style-type: none">□ Cog Awards to be developed to celebrate and share our school values.□ Develop our approach to profiling to develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning.□ Development of milestones pathways and planning for learners with additional complex support needs to be considered and created.
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Progress and impact of Pupil Equity Fund 2023-24

Cost of the School Day

All children in receipt of PEF have have the opportunity to fully participate in extracurricular activities and have had the offer of financial support to to access the same opportunities as their peers in relation to learning trips. Pre-loved school uniforms have been promoted and families supported to access these discreetly.

Improvement in Attendance and Late coming for focus groups

Maintaining good attendance continues to be a priority across the school and Mr Hill has engaged with the Regional Improvement Collaborative to further explore how we can track and remove the barriers to attendance. This session we revised our Attendance and Punctuality Guidance which clarifies what role we all play in supporting our young learners and families. We engaged in an Attendance Audit and identified next steps informed by this. These steps will be a focus for continued work in the 2024 - 25 session to ensure identified learners are supported to continue to improve their attendance and time keeping.

Our attendance for session 2023-24 is 94.1% (April 2024). This is above the Stirling average of 93% (data from June 2023) and the Stirling average for Q1 of 91% (data from June 2022). 19% of learners have an attendance below 90% (April 24) which is being supported through our revised attendance and Punctuality Guidance.

Closing the attainment gap in Literacy and Numeracy in P5 – 7.

All focus group children identified have made progress within their own identified individual targets. Our Support for Learning Teacher has effectively liaised with our SLA and staff team to coordinate targeted supports for key children.

In our plan we stated that by June 2024, 65% of children who receive FSM and in receipt of the Clothing and Footwear Grant would be on track to achieve the appropriate level in Literacy and Numeracy. Our attainment figures as of May 2024 are;

Reading - 72% on track

Writing - 62% on track
Numeracy - 62% on track

Progress has been made in all areas above with recognition that some learners are also impacted by factors outwith the PEF plan such as additional support needs.

Support Emotional regulation, Social and Emotional Wellbeing and the continued development of positive peer relationships.

All classes have engaged with Emotion Works this session with staff reporting that the majority of children are using strategies from our Emotion works programme to support peer relationships. Playground incidents have reduced this session with support staff reporting increased confidence in facilitating conversations through staff training.

Staff report that 83% of our focus group of children are now demonstrating their ability to apply strategies they have learned which is resulting in increased engagement in learning and an increase in positive behaviours. These approaches have been supported in class.

Wider achievements:

General Wider achievements

- We revised and relaunched our COG Awards and introduced Wider Achievement Certificates to record achievements outside of the school day.
- P6 participated in the Stirling Science Festival at the Thistle Centre where children engaged in a range of STEM activities. This was promoted to all families for the Oct holidays.
- Mrs Cook has strengthened our partnership with Active Stirling this session to provide activities for our learners including;
 - In term 1 P5 worked alongside Stirling High Sports Leaders engaged in weekly fitness sessions
 - P4, P2/3 and P3/4 participated in our Tennis festival where children worked to hone their skills in partnership with the Stirling Tennis Club
 - Active Stirling in partnership with our Sports Leaders and staff led afternoon sessions on basketball, football, dancing
 - Primary 5 came second in the Stirling Athletics festival in November and were praised for their positive behaviour and teamwork skills.
 - On November 29th, The Peak witnessed an energetic celebration of Scottish heritage as children from primary 5 to 7 showcased their dance prowess in the "Flying Scotsman" routine. Amidst joyous moments, the children relished the vibrant Scottish live music. The festival, a blend of tradition and fun, highlighted the community spirit through shared dances and unforgettable memories.
- Children have had the experience of leading whole school services
 - P5 led the Harvest Service at our local church and shared their learning.

- o P1's led their Nativity and P3-4 lead Christmas service for the school and families with a message focused on 'your presence is the best present'
- o P6 planned and delivered an interactive Easter Service
- o P7 led their Summer service celebrating their time at Cambusbarron Primary
- All classes participated in an Enterprise topic through our community fayres. Children participated in creating goods to sell and then attended on the day to sell to the public.
- In November Open Reach spend two days working with all classes exploring the technology behind the internet. Feedback from the team stated *"Genuinely you have a great bunch of kids, we are all delighted it was Cambusbarron Primary School that was as our first school we visited as part of this project."*
- In October the school held a Numeracy and Digital Learning event which was well attended. Families commented on how positive it was to see children leading learning and that seeing how numeracy is taught across stages was enlightening.
- The Sense project continued to explore our sensory learning using the outdoors and ran in collaboration with Learning Through Landscapes and the University of Strathclyde. Cambusbarron Primary will be contributing to an academic paper on how haptic technology support sensory learning.
- In November Cambusbarron Primary was awarded our Digital Schools Award. Mrs Cook, Mr Brown and our Digital Learner Team have worked hard to demonstrate how we strive to integrate digital technology across the curriculum, build staff confidence in applying this effectively and have developed a digital strategy for our school and nursery. Assessors commented that the *"Cambusbarron Primary School's digital journey was very inspirational and it was clear that digital education is fully embedded across the school and across the whole curriculum. It was wonderful to see powerful examples of how the use of digital technology is supporting teaching and learning, building relationships with the community and with parents and carers at home and supporting pupils' independent learning"*.
- In December the whole school attended Aladdin at the Macroberts Arts centre. This was fully funded from the Spring Fayre where classes worked to raise money through enterprise activities to contribute to the trip.
- The school developed a partnership with RSVP to nurture a partnership that supported retired volunteers to work with our pupils and support their learning. This has expanded our partnership working and brought members of the community into our setting.
- Supported by the Parent Council all classes have participated in school trips linked to their learning including the Kelvingrove Art Gallery and Museum, Dynamic Earth, Museum on the Mound and a tour following the River Forth
- All classes participated in Sharing the learning events showcasing our learning across the school and also in individual classes. These were very well received by our community.
- All classes engaged in British Science Week and showcased their learning to the wider community.