

Kirkhill Primary School and ELC



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

RASHIERIG
BROXBURN
WEST LOTHIAN
EH52 6AW

ABOUT OUR SCHOOL

Kirkhill Primary School & ELC (Early Learning and Childcare Setting) is pleased to share progress made in Session 2024/25 with parents and the wider community. There is strong evidence of continuous improvement, and the school has worked hard on ensuring that developments meet the needs of the 21st Century in line with Local and National Guidance.

Kirkhill Primary School is a non-denominational school serving the community of Broxburn. The current school roll is 254, comprising of 11 primary classes with composite classes at P2/1 and P5/4. The ELC provision is for Morning, Afternoon and Full Day Children. The ELC roll is currently 53 with a mixture of full day and half day provision. Currently there are 9 2-year-olds, 17 ante-pre schoolers and 27 pre-schoolers. The ELC, as part of the expansion, is open 50 weeks a year and provides 1140 hours for all our children. The teaching staff includes a Head Teacher (HT), a Depute Head Teacher (DHT) and a Principal Teacher (PT). Reduced class contact teachers offer high quality learning and teaching through P.E. and STEM opportunities. The ELC Team comprises of two 0.5 FTE Early Learning and Childcare Area Support Manager (ELCASM), an Early Years Officer, Seven Early Years Practitioners and Two Pupil Support Workers. The school and ELC benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school and ELC benefit from a supportive and very proactive Parent Council.

We continue to work hard to embed our vision and values for learners:

The School

Our Vision

"Playing, Growing, Learning Together"

Our Values

Knowledge

Independence

Rights Respecting

Kindness

Honesty

Inspiring

Life Long Learning

Laughter

THE ELC

Our Vision

"Playing, Growing, Learning Together"

Our Values

Values are driven by each CHILD in our care.

Creativity & Curiosity

Health & Happiness

Independence

Love of learning

Determination

The School

Through continuous reflection, self-evaluation and the engagement with an Education Scotland Inspection in November 2023, the following strengths have been identified; Children who are polite, friendly and motivated to learn. They work well together, support one another, and demonstrate the school values well. They feel happy, safe, and included in decisions about school life. Staff who work together very well as a team. They engage enthusiastically in professional learning and support each other to learn and reflect effectively on their practice. They focus their work on raising attainment in literacy and numeracy. Staff have established highly effective approaches to promote equity for all. Children across the school are provided with very good opportunities to achieve success. They develop a wide range of skills through a variety of leadership roles, committees and clubs.

The ELC

Through continuous reflection, self-evaluation and the engagement with an Education Scotland Inspection in November 2023, the following strengths have been identified; Senior leaders and practitioners ensure children benefit from positive, supportive and caring relationships. Children are secure and confident in the setting, showing independence when following their interests, indoors and outdoors; Practitioners plan appropriate experiences and have developed a well-considered environment to meet the different needs of children. As a result, children engage well and make good progress in their learning; Practitioners use symbols, visual prompts and a communication system based on British Sign Language across the setting. This literacy-rich approach supports children to develop well their communication skills.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome(s) for session 2024/25:</p> <p>All learners receive well-planned learning in Listening and Talking with a commitment to appropriate skill progression, as reflected in accurate Teacher Professional Judgement.</p> <p>All learners to further develop beyond number knowledge and understanding through the application of skills resource within the outdoor space</p> <p>NIF Drivers:</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>Almost all learners respond positively to the high expectations set by all staff. Teachers plan learning activities to ensure that children have a balance of working independently, in pairs and in groups. These varied approaches support children's engagement and motivation well. All staff demonstrate a very effective collaborative approach to improving pedagogy. Almost all teachers provide children with clear explanations and instructions and highlight steps children need to take to be successful in their learning. Most teachers co-construct steps for success with the children. Almost all teachers use questioning well to check for understanding and most use a range of questioning techniques to develop children's thinking skills. Almost all staff make good use of digital technology to support learning and teaching.</p> <p>What did we do?</p> <p><u>Listening and Talking (Universal)</u></p> <ul style="list-style-type: none"> ➤ Professional learning based on discussion Skills increased staff knowledge and understanding. This supported learners' awareness of Listening and Talking skills through explicit planned learning and teaching episodes and opportunities to apply knowledge in different contexts. ➤ Embedding the whole school overview supported learner understanding of the connectivity of all three Literacy components, supporting learner progress. ➤ Regular literacy team meetings with a clear focus on building capacity, developing pedagogical practice and sharing good practice shared from the WL Literacy Champions and steering group supported staff understanding of learners' requirement to learn skills taught explicitly, leading to learners' to increase knowledge and understanding of specific skills and progression in Listening and Talking. ➤ Agreed approaches to assessment supported learners' and staff to reflect on progression and identify next steps. ➤ Through the Family Committee Morning, Listening and Talking activities and resources have been shared with the school community to support learning at home. ➤ A cluster approach to Listening and Talking moderation supported staff knowledge and understanding of high-quality learning and teaching in Listening and Talking, therefore ensuring learners benefited from a more consistent approach in learning experiences. <p><u>Listening and Talking (Targeted)</u></p> <ul style="list-style-type: none"> ➤ Using discussion stems to support learners has been effective to increase engagement and participation. ➤ A Connected Quality Improvement Cycle approach supported progression in learning and learners' understanding of the reason why interventions are required. <p><u>Mathematics (Beyond Number) (Universal)</u></p>

- Professional learning based on the refreshed WL Application of Skills supported staff knowledge and understanding. This increased learners' awareness of Mathematics skills through explicit learning and teaching episodes with opportunities to apply knowledge in different contexts, including the outdoor space.
- Through a shared understanding the use of the outdoors and shared areas, this has supported the understanding of the application of skills for all staff. Evaluation approaches demonstrated an increase in engagement and enabled further opportunities for learners to apply their skills in different contexts; the improvement cycle will support further development in 2025/26.
- Regular Numeracy and Mathematics team meetings with a clear focus on building capacity, developing pedagogical practice, sharing current good practice from the WL Numeracy Champions supported staff understanding of learners' requirement to learn skills taught explicitly and provide opportunities to apply skills, leading to learners' to increase their understanding of specific skills and progression in Mathematics.
- Agreed approaches to assessment supported learners' and staff to reflect on progression and identify next steps; this will be developed further 2025/26
- Through the Family Committee morning, Mathematics activities and resources have been shared with the school community to support learning at home.

Mathematics (Beyond Number) (Targeted)

- Numeracy and Mathematics intervention programme has supported the individuals to receive bespoke programmes to impact positively on learner progress, including the use of Maths Recovery.

Evidence indicates the impact is:

- Feedback from staff and learners, through learner conversations and quality improvement procedures demonstrates that almost all learners are able to explain the key skills in Listening and Talking.
- Almost all staff are more knowledgeable about effective approaches to Listening and Talking; there is consistency across the school through explicit teaching of skills, which has improved outcomes for learners through shared understanding and use of consistent language. This is evident through staff confidence level questionnaires.
- Almost all children in P2, P3, P4, P6 and P7 with most in P1 and P5 attained appropriate national CfE levels in Listening and Talking.
- Quality improvement procedures indicate that across the school, almost all children listen well and contribute to class discussions.
- Almost all learners are engaged in their learning and use their Listening and Talking skills across learning; this is evidenced through pupil progression and quality improvement activities.
- From observations and quality improvement activities learners across the school are making very good progress. Assessment information demonstrates almost all learners are able to apply their skills in mathematics and are making progress in their learning.
- Learner conversations indicate learners understanding of the skills developed and applied in Mathematics.
- Almost all children in P2, P3, P4, P6 and P7 attained appropriate national CfE levels in Mathematics with most attaining in P1 and P5.

<p>ELC</p> <p>In the ELC all children will receive access to an environment and planned opportunities that promotes the development of questioning skills</p> <p>All children will experience different contexts to apply numeracy skills and demonstrate their learning whilst the language of subitising</p>	<p>We have made good progress. What did we do?</p> <p>Practitioners have a good understanding of how young children learn. They plan the environment carefully and have developed the spaces in the new building well. This supports all children to independently follow their interests, indoors and outdoors. All children have opportunities to engage with mark-making, role-play, woodworking, block and exploratory play and sensory experiences. They share stories with their peers and adults daily. Children navigate the environment confidently, sharing their thoughts and ideas with friends and adults.</p> <p><u>Literacy – Universal (Questioning Skills)</u></p> <ul style="list-style-type: none"> ➤ Practitioners engaged with high quality CLPL and professional reading to increase knowledge and understanding of questioning skills to support and challenge children’s learning. ➤ Family Friday sessions have supported families understanding of questioning and how to use effectively at home to support and challenge children’s experiences. ➤ The staff team engaged with the use of different questioning stems to support techniques to enhance and enrich children’s play experiences. ➤ Care Inspectorate practice notes and Education Scotland professional learning shared with all practitioners to enhance knowledge and understanding to positively impact on pedagogy and the quality of service. <p><u>Literacy – Targeted</u></p> <ul style="list-style-type: none"> ➤ Regular tracking and monitoring ensures progress of children’s learning and timely interventions that meet children’s needs, including multi-agency working. <p><u>Numeracy – Universal (Subitising)</u></p> <ul style="list-style-type: none"> ➤ Engagement with high quality CLPL and WL Networks, practitioner knowledge and understanding has increased. This has ensured approaches to planning and providing play opportunities to ensure subitising opportunities are provided for throughout the indoors and outdoors provision. ➤ Care Inspectorate practice notes and Education Scotland professional learning shared with all practitioners to enhance knowledge and understanding to positively impact on pedagogy and the quality of service. <p><u>Numeracy – Targeted</u></p> <ul style="list-style-type: none"> ➤ Regular tracking and monitoring ensures progress of children’s learning and timely interventions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Feedback from the SWAYs is positive as families feel more confident in supporting their children within Literacy and Numeracy. Family Friday
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	<p>Learning sessions continue to support knowledge and understanding for our parents and carers, with 100% Of prents providing positive feedback.</p> <ul style="list-style-type: none"> ➤ Tracking and Monitoring data demonstrates that most children have increased their subsisting skills and progress has been demonstrated in Seesaw entries from observations. ➤ Quality improvement activities demonstrate the use of different questioning skills to challenge and support children's learning opportunities. ➤ Environment audits have demonstrated an increase in opportunities to explore numeracy and literacy throughout the indoor and outdoor environments.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome(s) for session 2024/25:</p> <p>Quintile 2 learners will increase Combined Literacy attainment by 5% from current levels.</p> <p>Quintile 2 learners will increase in Numeracy knowledge and understanding by 8% from current levels.</p> <p>Learner attendance will be increased through Family Development by 4%.</p> <p>NIF Drivers:</p> <p>School and ELC Improvement</p> <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parental Engagement</p> <p>Curriculum and Assessment</p> <p>Performance Information</p>	<p>We have made good progress. What did we do?</p> <p>The school was awarded £98,000 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>11 priorities were planned and 36% of these priorities were fully achieved with 64% making good or better progress.</p> <p>PEF was used effectively to recruit a PEF Literacy Lead, to fund three additional pupil support workers and a family development post to help support the needs of identified learners and to support our school community.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy & numeracy and supporting life skills. Examples include the Cost of the School Day Approaches, Support for Attendance, Literacy 5 Minute Box, Numeracy SEAL interventions and small life skills groups.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ➤ Staff continue to engage in robust tracking and monitoring processes and make sound professional judgements for achievement of a level based on continuous formal and informal assessment. We track the progress of individual children and appropriate interventions are identified based on the needs highlighted. We regularly review interventions to ensure progress is being made. ➤ Data is scrutinised 4 times a year with practitioners and SLT and action is taken to provide additional supports where necessary to ensure progress. ➤ The use of the Connected Quality Improvement Cycle (CQIC) ensures the team around the child plans the interventions and reviews the impact regularly. Learner voice is central to the cycle so there is a full understanding of the intervention. ➤ Robust tracking of attainment using the schools tracking system ensures improvement for learners is consistently achieved. ➤ Termly data dialogue sessions ensures all staff have a clear understanding of the whole school attainment picture and supports the planning of effective interventions across the school. ➤ Clear PEF remits with regular review continues to support planning and evaluation of interventions for identified learners to ensure maximum impact on learners' progress is made. ➤ IDL Online Reading, Numeracy and Spelling Programme is being used to support children across the school and has demonstrated learner progression.

	<ul style="list-style-type: none"> ➤ PSWs have participated in training provided by Support for Learning/Literacy and Numeracy Champions teachers in IDL, Benchmarking, 5-minute boxes. Implementing these approaches have demonstrated pupil progression.
ELC	<p>We have made good progress.</p> <p>Within the ELC, there has been on a focus on mindfulness and reducing parental anxieties. Currently the progress has been good to introduce the programme, with implementation continuing in 2025/26.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on children:</p> <ul style="list-style-type: none"> ➤ Increased practitioner knowledge and understanding in supporting families with separation and any anxieties, reducing barriers for attendance and increasing attendance levels for individuals. ➤ Feedback from families has demonstrated increased confidence in separating from their child with the ELC staff.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome(s) for session 2024/25:</p> <p>Almost all learners' needs to be met through increased knowledge and understanding of an inclusive classroom.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p>	<p>We have made good progress.</p> <p>All staff create a very positive and nurturing learning environment for all children at Kirkhill Primary School. They demonstrate strong dedication to improving experiences and outcomes for all children. All staff effectively support children using the school's agreed 'trusted adult' approach. As a result, positive, respectful relationships and interactions are evident across the school. Almost all children feel they have someone to talk to if they are upset or worried about something. Almost all parents feel that their child is treated fairly and with respect and with most stating that staff really know their child well as an individual.</p> <p>What did we do?</p> <p><u>Universal</u></p> <ul style="list-style-type: none"> ➤ Learners continue to self-evaluate their wellbeing against the Health and Wellbeing Indicators (Safe, Healthy, Achieving Nurtured, Active, Respected, Responsible, Included) with almost all learners reporting positively against these indicators. ➤ P7 camp to Lockerbie Manor continued with almost all children attended with a few children having an alternative experience. ➤ Professional Learning,, including engagement with the ASN team, working with cluster and engagement with Education Scotland's 'Circle Resource' ensured increased staff knowledge and understanding of the principles and practices of an inclusive classroom. ➤ Whole School quality improvement activities, including observations and learner conversations positively demonstrated an inclusive practice across all stages within the school. ➤ HWB Mini-Champs participated in authority and cluster events, which supported them to lead school improvement and share this will the whole school community.
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<p>☒Performance Information</p>	<p><u>Targeted</u></p> <ul style="list-style-type: none"> ➤ Targeted Life Skills groups for P4-7 and TLC groups for P1-3 identified individuals ensured learners had a tailored approach to meet their needs. ➤ The continued evolution and embedding of the sensory room has supported learner self-regulation. This has been developed further by the creation of an infant “chill out” zone, with learners being able to access this to support regulation. An upper room being planned for in 2025/26. This has led to learners ability to self-regulate. ➤ A transition PSW worked with P7 learners in school and in the secondary school to aid transition and reduce anxieties. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Almost all families who attended the Family Committee morning indicated an increased knowledge and understanding of inclusion. ➤ All staff increased their knowledge and understanding of an inclusive classroom through engagement with The Circle Document. Staff efficacy questionnaires demonstrated an increased confidence in creating inclusive classrooms. ➤ Almost all learners and families report learners feel included and safe within the school. ➤ Almost all learners who are attending nurture and life skills sessions are more engaged in class and ready to learn; demonstrated through the use of the tracking of the Leuvan Scale for Wellbeing and Engagement. ➤ Almost all learners experiencing nurture and life skill interventions and who access the sensory room report a positive impact on wellbeing through self-reporting forms against the wellbeing indicators. ➤ Almost all learners can identify their trusted adult and know how to access support from them as required. ➤ Through learner conversations, almost all learners can discuss their rights. The Rights Respecting Schools awarded the school with the Silver Award reflecting learners’ understanding of their rights.
<p>ELC</p> <ul style="list-style-type: none"> ➤ In the ELC all children will receive opportunities to explore their emotions and be able to use their knowledge of the health and wellbeing indicators within play opportunities 	<p>We have made good progress.</p> <p>Practitioners have strong relationships with children, families, and each other which helps children to settle well and feel secure. Children play well and interact positively with each other.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Embedding check-ins, stickers and the wellbeing characters have supported children’s understanding of the wellbeing indicators; this is reflected through the observations in Seesaw. ➤ Most children demonstrate good understanding of their rights. Visuals have been introduced to support children’s understanding of these and Rex the Raccoon is used to support transition from the ELC to School. ➤ Through play experiences, there has been opportunities to develop children’s knowledge and understanding of wellbeing indicators, as demonstrated through observations. ➤ The HWB Family Friday sessions shared approaches to wellbeing with the whole school community. ➤ Care Inspectorate practice notes and Education Scotland professional learning shared with all practitioners to enhance knowledge and

	<p>understanding to positively impact on pedagogy and the quality of service.</p> <ul style="list-style-type: none"> ➤ All practitioners engaged with the WL Network and the <p><u>Targeted</u></p> <ul style="list-style-type: none"> ➤ The further development of the environment is set up to support the children's wellbeing. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ All families who attended the Family Committee morning reported an increased understanding of the Wellbeing Indicators. ➤ Most children can demonstrate increased understanding of the wellbeing indicators through check-ins and interactions. ➤ Almost all children can identify their keyworker and know how to access support from them. ➤ Through conversations with children, most children can discuss their rights. The Rights Respecting Schools awarded the school with the Silver Award reflecting children's understanding of their rights.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>All learners to apply skills for life, learning and work in and through different contexts, including the outdoors.</p> <p>NIF Drivers:</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>Effective use of local authority progressive pathways is used to plan learning across the curriculum. Staff and partners provide an extensive range of lunchtime and after-school clubs including, choir, football, coding, archery and board games. Children enjoy attending the clubs. They are learning new skills, including teamwork, resilience and creativity.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ Staff professional learning through high quality CLPL provided by the authority pedagogy lead, professional reading and engagement with Education Scotland suite of resources has supported staff knowledge and understanding to plan outdoor opportunities for learners. ➤ WL Application of Skills document supported teacher planning for high quality progressive outdoor lessons in Mathematics. ➤ Learner voice supported the development of outdoor learning through the pupil committee. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ There was an increase in planned opportunities for outdoor learning by 50%, with all commenting that learner engagement was high and supported learner regulation. ➤ Learners were able to discuss the skills they learned by using mathematical language. ➤ Applying skills in different contexts has shown an increase in learner progression as demonstrated on the Pupil Progression OneNote.
<p>ELC</p> <p>In the ELC children will explore the new setting,</p>	<p>We have made good progress.</p>

<p>evolving the provision through high quality interactions and developing the outdoor space.</p>	<p>Most children engage well in experiences with the majority concentrating for extended periods of time, for example, in physical play outdoors.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ➤ All staff were supported to plan and design the new setting to ensure children's need are being met. This included listening to the views of children and creating an environment to encourage these skills. ➤ A wider range of role play experiences using open-ended opportunities enabled children to explore different roles in society and extend their understanding of these roles. ➤ Care Inspectorate practice notes and Education Scotland professional learning shared with all practitioners to enhance knowledge and understanding to positively impact on pedagogy and the quality of service. ➤ The outdoor space was developed with the children. With support from the Parent Council the outdoor space has developed and most children are sustaining their play using the outdoor space. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ➤ Dialogue with children demonstrates their ownership over the environment and how their outdoor space supports their learning experiences. ➤ Almost all children demonstrated increased confidence when in the wider school environment through observations; this will continue to be developed through the partnership working between Nursery and Primary 1 staff. ➤ Observations demonstrated within Seesaw that children demonstrated confidence when sharing learning with primary school pupils.
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- Attendance across the school is 90.60%. This is below the national and local authority averages but does demonstrate a sustained level from 23/24.
- There were 0 exclusions 24/25.
- Our consistent implementation of the GIRFEC framework ensures learners' needs are regularly supported and reviewed. Working closely with our families and following the West Lothian Positive Relationships Policy ensures timely interventions and supports are implemented for our learners.

School's engagement with parents and other stakeholders in improvement planning and on reporting

- We have an active Parent Council who are fully involved in sharing the opinions of parents/carers and the work of the school.
- As a school parents views and opinions are sought regularly when making changes both informally and formally.
- We have a communication strategy, which is agreed with Parent Council.
- The Standards and Quality Report (SQR) is shared with parents on an annual basis and updates on progress of improvements are shared through monthly newsletters.
- Our School Improvement Plan (SIP) is shared with Parents on an annual basis and parents are asked for contributions throughout the year at Parent Council meetings and through questionnaires.
- All documents are published on the school website.

- Parents are asked annually for their views through the West Lothian Council ethos survey, and ongoing collection of opinions and views through regular questionnaires.

Our Wider Achievements this year have been:

- Digikens runner-up and honourable mentions
- Formula 1 in Schools Regional Championships
- Adobe Express Competition winners
- Gold Sports Scotland Award
- Participation in World Book Day and Scottish Book Trust Celebrations
- Participation in online digital events
- Maths Week Scotland and National Numeracy Day Participation
- Scottish Poetry Competition
- Christmas Performances
- West Lothian Council Handball Tournament
- Young STEM Leaders
- Cluster Football Competitions
- Presented at the Child Poverty Action Group National Network Big Meet Up
- Attended Health & Wellbeing Mini-Champs Events
- NYCOS Workshops for Primary 4
- Drama Workshops with Drama Kids
- Walking Ambassadors with Broxburn United Sports Club
- Participation in online events such as learning for sustainability
- Christmas Celebration (ELC only)
- Family Friday Sessions (ELC only)

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	VERY GOOD
2.3 Learning, teaching and assessment	VERY GOOD
3.1 Ensuring wellbeing, equality and inclusion	VERY GOOD
3.2 Raising attainment and achievement	VERY GOOD

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	GOOD
2.3 Learning, teaching and assessment	GOOD
3.1 Ensuring wellbeing, equality and inclusion	VERY GOOD
3.2 Securing children's progress	GOOD

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)