

Letham Primary School and ELC

PROGRESS REPORT FOR SESSION 2024/2025 Standards & Quality Report



**Forth Drive,
Craigshill,
Livingston**



ABOUT OUR SCHOOL

Letham Primary School serves the community of Craigshill. In August 2023, the Early Learning and Childcare (ELC) provision from Riverside Primary School was merged with Letham's ELC, creating a shared and enhanced early years environment.

Since this time, Letham PS and Riverside PS have operated under a **Collaborative Leadership Team model**, consisting of a Headteacher, two Depute Headteachers, and two Principal Teachers. This structure has enabled increased capacity for leadership, consistency in practice, and a shared vision for improvement across both schools.

Letham Primary serves a community with a broad range of needs. Key contextual data includes:

- **45.91%** of pupils are in receipt of **Free School Meals (FSM)**, compared to the **West Lothian average of 19.62%**.
- **1.26%** of pupils have **Care Experience** (WL 0.89%).
- **49.69%** of pupils have **Additional Support Needs (ASN)** (WL 38.86%).
- **20.75%** of pupils are **English as an Additional Language (EAL)** learners (WL 8.99%).

In 2024/25, the school received **£124,950 in Pupil Equity Funding (PEF) RS 112,700** This funding has been strategically used to target barriers to learning and promote equity in educational outcomes.

- **59.75%** of pupils are identified as **Quintile 1** learners (WL 15.17%).
- **90%** of the school roll fall within **Quintiles 1 and 2** (WL 41.21%).

These figures highlight the high level of socio-economic need within the school community, which directly informs our priorities around equity, wellbeing, and attainment.

The shared leadership model with Letham Primary has proven to be a strength, enabling effective collaboration across both schools. Staff across both settings engage regularly in joint professional learning, moderation, and improvement planning. There is a clear commitment to shared values, strategic improvement, and closing the poverty-related attainment gap.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF).

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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/2025 was</p> <p>Implement Pedagogy Toolkit with a focus on differentiation, pace and challenge</p> <p>Extend the use of Accessibility Digital Tools in classroom practice</p> <p>LITERACY</p> <p>NUMERACY</p> <p>Increase staff knowledge of Building Thinking Classrooms and begin to draw up a Craigshill Maths Strategy</p> <p>NIR Driver(s): <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ol style="list-style-type: none"> 1. Delivered 15-minute bitesize CLPL sessions (Differentiation, Pace, Challenge) at staff meetings prior to Learning Walks. 2. Conducted Digital Skills Evaluation (30.1.25) and delivered staff training on 11.3.25. 3. Held four Jotter Moderation sessions to ensure consistency. 4. Continued to embed the Talk for Writing approach consistently across Riverside and Letham Primary. Staff participated in collaborative planning sessions to share strategies, ideas, and resources, supporting consistency in delivery and pedagogy. 5. Continued to embed reading for pleasure through a wide range of whole-school initiatives, including DEAR (Drop Everything and Read) time, Novel Study, Reading Café events, Reading Lanyards, cosy reading spaces, and themed competitions such as World Book Day activities. There has been positive pupil feedback on reading spaces and events; high levels of engagement with Reading Lanyards and competitions. 6. We purchased a wide range of new reading materials to broaden and refresh our book selections, based on pupil and staff feedback. We audited the existing stock and collection of feedback via surveys and informal discussions. 7. We purchased a new spelling resources and support materials specifically to enhance teaching and learning. Our audit identified need for updated materials; staff CPD focused on implementation strategies. 8. Implemented the 4A for Craigshill Maths Strategy (30.1.25), convened the Maths Working Group (4.2.25), held Building Thinking Classrooms INSET (17.2.25 AM), and continued Maths Strategy developments (27.2.25). 9. We embedded the Craigshill data procedure and interventions as well as upleveling our Learning Ladders after the Equity Thematic to challenge all learners.

Evidence Indicates the Impact Is

1. **Learning Walks** show that all lessons, including **Hi5** and **Re-Connect Groups**, are of a good standard.
2. The digital audit identified areas for development and staff actioned individual support required for individual children.
3. Learners increasingly report **success using accessibility digital tools**, with evidence visible in their **jotter work**.
4. Improved **confidence among staff** in delivering writing lessons; pupils are demonstrating **increased engagement** and structure in their writing across a range of genres.
5. Cultivated a more **positive reading culture across both schools**, with pupils increasingly choosing to read independently and speaking positively about their reading experiences.
6. Greater accessibility and engagement for a **wider range of readers**, particularly those requiring additional support; increased pupil motivation and choice in reading.
7. Improved **teacher confidence** in delivering targeted **spelling** instruction; early indicators show improved spelling outcomes in pupil work samples and assessments.
8. All staff have observed or had the **Building Thinking Classroom** approach modelled and feel confident implementing key elements in their own teaching.
9. Data has increased in all year groups

Letham PS

P1 (from Tracker 1)

Literacy: ↑ 29%

Reading: ↑ 19%

Writing: ↑ 28%

Numeracy: ↑ 14%

P2

Literacy: ↑ 7%

Reading: ↑ 7%

Writing: ↑ 10%

Listening & Talking (L&T): ↑ 9%

Numeracy: ↑ 13%

	<p>P3 Literacy: ↑ 4% Reading: ↑ 7% Writing: ↑ 4%</p> <p>P4 Literacy: ↑ 8% Reading: ↑ 5% Writing: ↑ 5% Numeracy: ↑ 1%</p> <p>P5 Numeracy: ↑ 24%</p> <p>P6 Literacy: ↑ 12.5% Writing: ↑ 12.5%</p> <p>P7 Literacy: ↑ 7% Reading: ↑ 1% Writing: ↑ 24% L&T: ↑ 3% Numeracy: ↑ 3%</p>
<p>ELC</p> <p>To improve attainment in literacy and numeracy in line with data picture/trackers</p>	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ul style="list-style-type: none"> • ELC Practitioner assigned solely to interventions focusing on Pre-School children within the setting. • PEEP sessions were created for all families to attend, focusing on home link learning on transition, literacy and numeracy. • Bookbug sessions held by 2 ELC practitioners for AM, PM and FD children to enhance literacy skills through songs and rhymes. • All staff were provided training relating to Literacy and Numeracy through targeted WL networks. These focused on assessment and moderation, evidencing through observations, trackers and planning. • Practitioner re-launched Big Bedtime Read for all children to explore and build upon their literacy skills in the home. • Planning incorporates Literacy and Numeracy focused learning experiences, supporting learners to make progress within the early level curriculum using progression pathways to identify next steps. • 'How Good is our Play for Learning' framework is used to self-evaluate the practice of all staff focusing on child-led, adult-initiated and adult-led experiences.

- All staff undertook Signalong training from Speech and Language Therapy to support literacy and communication skills within the setting.

Evidence Indicates the Impact Is

- Data has gone up between 12.5% and 37.5% in all Literacy trackers for N5 children.
- Data has gone up between 10% and 40% in all Numeracy trackers for N5 children.
- Transition PEEP sessions ran for a 4 week block in November 2024 and May 2025 where 4 families attended these blocks and expressed the value of this group with a focus on literacy and numeracy.
- Bookbug 'Stay and Play' 5 family members attended these sessions and signed up for the block beginning Feb 2025 running to June 2025.
- Consistent approach to the QI moderation cycle including staff evaluation and awareness of achievements within the WL trackers.
- Big Bedtime Read evaluation floor book shows an engagement of 17.4% with our families. 1 parent has chosen to opt out of this service.
- Planning moderation shows an increase in knowledge and a shared understanding amongst staff.
- ELC moderation shows a good understanding of this framework as HGIOPfL is used throughout the year to evaluate the practice of experiences, spaces and interactions.
- Most staff show a shared understanding of Signalong and use this daily within the ELC setting. 3 ELC practitioners and 1 EYO have gained a further qualification with an advanced Signalong course.

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/2025 was</p> <p>PEF PLAN</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <p>The school was awarded £124,950 of Pupil Equity Funding (PEF)</p> <ol style="list-style-type: none"> 1. Provide classes with an allocation of our Participatory Budget to allow pupils to have bespoke experiences, trips and outings, linked to our Craigshill Passport of Experiences. 2. Considered the impact on families, and increased staff awareness of the Cost of the School Day through the completion of staff learning modules. 3. Promoted positive attendance habits, using data to implement both universal and bespoke, targeted supports for identified groups. 4. Further developed and amplified the use of Precision Teaching approaches and methodology as our most intensive level of pupil support for literacy and numeracy. 5. Implemented a structured approach to closing the literacy attainment gap at First Level, through the use of universal and targeted interventions. 6. Offered bespoke curriculum opportunities for identified pupils, with a focus on health and wellbeing and positive engagement within the school community, and towards learning. 7. A targeted year group were provided with the opportunity to work in partnership with Kids Gone Wild to develop confidence and engagement in an outdoor learning environment. 8. Provided opportunities for identified pupils to participate in activities during the Easter Holiday, to provide continuity for pupils during the break from school. 9. Validated our progress and achievement through an Equity Thematic, partnering with cluster schools and colleagues from the PEF Team. <p>The evidence indicates the impact is:</p> <ol style="list-style-type: none"> 1. Pupils perceptions of their local environment, and the world, is enhanced through positive experiences on trips. This knowledge is foundational to providing a rich context and greater understanding of both current and future learning. 2. Staff are more confident in their approaches to reducing the Cost of the School Day and how spaces like our Community Cocoon can be utilised as a hub to support this. 3. We have maintained strong attendance rates at around 1% higher than the local authority average. 4. Pupils identified for support using Precision Teaching made accelerated progress towards their individual learning targets, boosting their confidence and sense of achievement in learning.
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	<ol style="list-style-type: none"> 5. Pupil knowledge and recall of taught words and phrases has been accelerated, allowing pupils to progress more quickly through their reading bands and read with more fluency, confidence and understanding. 6. Our Hi-5 and Reconnect Groups have offered a rich variety of learning opportunities, including through new partnerships with the Larder Cookery School, which has resulted in increased pupil engagement in learning. 7. Pupils enjoyment and confidence learning in an outdoor environment increased throughout the duration of the programme, giving pupils new experiences, the opportunity to learn new skills and also develop relationships with their peers from a local Primary School who were also involved in the project. 8. Our Family Support Worker provided pupils with fun, engaging activities and experiences during the Easter break, allowing pupils to transition back to school with more confidence, and building positive partnerships between home and school. <ul style="list-style-type: none"> • Equity Thematic validated the good provision across the five themes.
ELC	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ul style="list-style-type: none"> • Literacy and Numeracy rich experiences are created and provided for all children both indoors and out. • Participatory Budget consultation resulted in a full ELC trip including our families to Burnt Island and regular Caterpillar Music sessions being held with the ELC. • Distributed leadership roles were created and designated between all ELC practitioners. These included PEEP, Big Bedtime Read, Bookbug, Forest Schools, GIRFEC/Positive Relationships, Home links/Playbags, Rhyme of the Month, Word Boost and Community Engagement. • ELC practitioner brought in to create intervention groups which were created through identifying barriers to learning and focus on these gaps using WL trackers. <p>Evidence Indicates the Impact Is</p> <ul style="list-style-type: none"> • Floorbooks and daily planners show that children’s voice is logged and is used for future planning and next steps. • Verbal feedback from families shows that a funded trip for them to attend with their child is great and should continue each year moving forward. Music sessions are also receiving positive verbal feedback from both families and children. • ELC moderation shows that most staff are gaining positive feedback from families and children, showing engagement and understanding through verbal and written feedback via Microsoft forms and questionnaires.

	<ul style="list-style-type: none"> • A shared understanding of tracker data show that interventions focusing on identified statements within Literacy and Numeracy have improved attainment throughout the nursery year.
<p>3. To improve children and young people’s health & wellbeing:</p> <p>Our measurable outcome for session 2024/2025 was:</p> <p>Implement Inclusive Classroom Checklist and consolidate school values</p> <p>Consolidate Positive Relationship Policy and Positive Relationship Teacher role and implement Anti Bullying Charter.</p> <p>Implement the Anti-bullying and the Equity and Diversity Charter with a focus on Racism</p> <p>P7 Attendance Plan with P6 pupils</p> <p>NIF Driver(s): <input type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ol style="list-style-type: none"> 1. All staff completed the Classroom Checklist and actively embedded the school values in classrooms, across the school, on the playground, and within the wider community. Students were explicitly taught about the Checklist and how it supports our core value of ‘belonging’ 2. Held Positive Relationship Week in August and February with a focus on ‘<i>Know Me to Teach Me</i>’ and <i>Trusted Adults</i>. Identified targeted pupils to receive twice-weekly PRT support. 3. Participated in Anti-Bullying Week (Nov 11–17) with a focus on the <i>Anti-Bullying Charter</i>. 4. Conducted a P7 workshop with SLT focusing on attendance issues and gathered pupil voice for the development of master classes 5. All children in P4-P7 have a leadership opportunity through our Leadership Pupil Voice Groups. 6. Pupils participated successfully in a number of sporting activities, including basketball, football, swimming, rugby and multi-sports. <p>Evidence indicates the impact is:</p> <ol style="list-style-type: none"> 1. All children can name the school values and explain what these mean to them in school. Learning conversations show that all children have a strong sense of belonging to the school. 2. 120 parents attended the Positive Relationship workshops and SWAY 3. All children can confidently explain the Anti-Bullying Charter and demonstrate a clear understanding of racism and its negative impact. Staff had increased confidence in dealing with incidents and gave a ratings of 4.33/5 (Staff Survery May 2025) 4. Attendance data for both Letham and Riverside is above 90%, indicating improved engagement. 5.

	<ul style="list-style-type: none"> • Entered the Livingston North Netball League for the first time. We finished in 2nd place after three rounds of competition—a fantastic achievement in our debut season. Our squad consistently displayed skill, unity, and exemplary sportsmanship. • Participated in a West Lothian-wide netball competition involving 16 schools. We finished 2nd overall, showcasing resilience and a fantastic team performance. As a result, we were recognised by the West Lothian Netters, who provided information on how pupils can continue playing netball in the community. • We formed Team Craigshill boys and girls handball teams and competed in the regional qualifiers. We became one of only two West Lothian schools to qualify for the National Finals. Our girls' team finished 3rd in Scotland and our boys' team finished 8th, an outstanding national-level accomplishment. • We participated in the Track and Field Event at Craigswood Sports Centre. The children experienced professional-style athletics including races with a starter pistol, long jump, and shot put. For many, this was a first-time experience and an excellent opportunity to develop new skills. It was heartening to see pupils supporting each other and pushing themselves to do their best. • We held our first-ever Craigshill Sports Day. All pupils participated with great energy and effort. P7 pupils showed maturity and leadership, supporting and guiding younger students throughout the day. The event fostered a strong sense of school spirit, collaboration, and fun. • Football Club – There was an increased participation from Letham pupils, which helped to strengthen friendships across the cluster. The Craighill United team achieved their best-ever results at the cluster tournaments, including the top overall performance. • Kickboxing Achievement – 17 children passed their grading. P5–P7 pupils earned yellow belts
ELC	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ul style="list-style-type: none"> • All staff are involved in ensuring that every child is valued and respected, promoting their independence and individual needs. • Enhanced partnership working with multi-agencies ensure that our families can be included in their child’s development direct from the ELC (Health Visitor planned sessions, Speech and Language Therapy appointments). • ‘P1 Passports’ have been created to support the transition of our N5 children who are moving on to Primary 1. • Forest Schools have been successfully running weekly since January 2025 for all children to experience outdoor learning out with the ELC.

- Successful relationships and communication between staff and multi-agencies ensure a seamless partnership working for all staff.
- EYO part funded through PEF to support family engagement throughout the nursery year.
- ELC have re-established links within the community such as Community Cocoon, Almondbank Library, River Kids and School Bank.

Evidence Indicates the Impact Is

- Feedback from regular CPMs and AOW meetings highlight that next steps and supports are being followed through by all staff and their individual needs are being met.
- Communication between ELC and multi-agencies show a consistent approach for our children and families, providing spaces for agencies to carry out appointments and sessions locally for families to attend.
- Feedback from parents about transition activities have been positive and families have engaged well throughout.
- Floorbooks clearly evidence child's voice about their Forest School journey and responsive planning is evident, clearly identifying next steps in their outdoor learning.
- Planned experiences throughout the year such as Stay and Play sessions and Nursery Natters have received positive verbal feedback where families feel staff are approachable and know their children well.
- As a result of our community links, child's voice shows that children are becoming more confident being successful learners, responsible citizens and confident individual as they explore the local community around them.

<p>4.To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/2025 was</p> <p>Draw up Curriculum Rationale</p> <p>Increase opportunities for pupil voice and the curriculum to be tailored to our unique context and the needs of individual learners.</p> <p>Embed the Craigshill Curriculum Practitioner Enquiry</p> <p>Implement GlobalBridge to support learners to showcase their wider achievements</p> <p>Ietham and Riverside to increase Parental Engagement within their own schools and across schools.</p> <p>NIF Driver(s): <input type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement</p>	<p>We have made Good progress.</p> <ol style="list-style-type: none"> 1. Developed the Craigshill Curriculum Rationale after an inspiration talk by Professor Ger Graus OBE. (October 2024) 2. We used Pupil Voice as a driver in shaping the direction of the class curriculum. 3. Facilitated Practitioner Enquiry sessions during CAT (14.1.25 and 22.4.25) and an INSET day (6.5.25). 4. Introduced a new Project-Based Learning (PBL) approach to IDL, including identifying and developing partnerships to enhance our curriculum offer. 5. Supported AR SG to complete a pilot and draft an implementation plan for 25–26 (4.2.25) 6. We have increased the number of events that parents can attend. Jotter <p>What did we do and what impact does the evidence indicates?</p> <ol style="list-style-type: none"> 1. The Craigshill Curriculum is responsive to learners' needs and reflects strong pupil voice. Staff felt engaged and valued in shaping the curriculum (4/5 from Staff Survey May 25). 2. Learner Conversations noted an increase in motivation and participation in their learning. 3. Sharing Practitioner Enquiries created a positive professional buzz and showcased strong practice. (Staff Survey May 2025) 4. An increased number of learners report greater personalisation, choice, and engagement in their learning. Progress made (3.85/5 from Staff Survey May 2025) 5. Global Bridge ready to be implemented in 2025-2026. 6. Parent SIP Review noted all parents' positive about increased parental engagement activities: Class Assemblies, Parent Council events and the Craigshill Cocoon.
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<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	
ELC	<p>We have made Good progress.</p> <p>What did we do and what impact does the evidence indicates?</p> <ul style="list-style-type: none"> • Using audit tools, staff can monitor and evaluate all areas within the ELC to ensure a rich, inclusive learning environment for all children. • Floor books, daily planning and our planning wall are used to capture child’s voice where staff can confidently identify meaningful next steps. • Seesaw is used by all staff to log children’s progress, capturing child’s voice and engaging our families as they can add to their child’s journal from home. • Enhanced transition is planned for all our children both entering and leaving nursery promoting equality for all. • Child planning and well-being meetings are held regularly for identified children. • New areas within the nursery were adapted to reflect ‘Developing the Young Workforce’ where a Workforce room was created that ensures children have the experiences to explore woodwork, block play and more. <p>Evidence Indicates the Impact Is</p> <ul style="list-style-type: none"> • Most staff can confidently use HGIOPfL and CIQI framework to self-evaluate their own practice and others as well as areas around the setting. • Floor books evidence child’s voice and evidence next steps in their learning. • All staff have increased in confidence when using Seesaw and use this regularly to create observations and identify next steps. • Verbal feedback from families show that transition experiences are positive and parents feel well supported through the transition process. • Minutes from meetings are shared with staff and keyworkers can confidently use these to create support plan targets within the child’s personal plan. • Child’s voice shows that experiences around the nursery promote DYW and displays evidence learning about life and work.

Attendance has a steady increase over the last two years

92.51% (24-25) AUTHORITY 91.77%

91.77% (23-24) AUTHORITY 89.63%

90.36% (22-23) AUTHORITY 89.5%

Our Wider Achievements this year have been:

Relationships and Community Links

- **Positive Relationship Policy Event** where the children shared our new Positive Relationship Policy with parents.
- **Zones of Regulation Shared with Parents** in weekly sway.
- **Regular Values Assembly**
- **Weekly Values Champions introduced** with children rewarded with a baking session for living school values.
- **Anti Bullying and Equality and Diversity Charter** drawn up.
- **Reconnect Club began with a focus on their Passport of Experience.**
Pupil Voice choose clay modelling, outdoor cooking, sandwich making, visiting a shop and playing a board game.

Curriculum

- **Passport of Experience** – Every child had at least twenty new experiences that they choose as a class through **pupil voice**. This included Glasgow Science Centre, National Museum of Scotland, 10 pin bowling at Deer Park, Edinburgh Zoo, voting in a school election, visit a farm and make a sandwich.
- Whole school went to the **cinema during Film Week**.
- Whole school **Easter Egg** decorating and rolling introduced.
- Whole school **Outdoor Learning Day**
- **Sky Academy Visits**
- **Dynamic Earth Trip**
- **Reading by Campfire**
- P2/3 and P3 participation in the **Limelight Music** workshops which ended with a family showcase.
- P4's had a ten-week **National Youth Choir of Scotland** experience.
- P4 **Livingston FC "Score with Maths"**
- P5 Outdoor Learning with **Kids Gone Wild** for a ten-week block
- P6 **Herriot Watt** visit
- P7 **University of Stirling Philosophy** Project
- **P7 Camp** experience
- **Festive Friday** with a Christmas Jumper Swap
- **Christmas Nativity and Sing-along** for the whole school

- **Scottish Book Week**
- **Scottish Poetry Competition**
- **Brass Music Opportunities**
- Dance Club performed at the **West Lothian Primary Dance Showcase** at the Regal Theatre.
- **Weekly Clubs** – Included choir, dance, knitting, football, and kickboxing.
- P6s took part in the **Euro Quiz**.
- P6 have worked with the **West Lothian Ranger Service**
- P6/7 had two **Generation Science** workshop (Fizz, Boom Bang, and Electric Explorers workshops)
- P6/7 worked with **The Guardian newspaper** on the Newswise initiative.
- P3 and P6 had a visit from **Howden Park Centre** to explore light and how it is used in theatres and film.
- **Wee Story Big Sound** worked with the Hi5 group
- All **care experienced** pupils were offered an Easter programme
- Every P5-P7 (95 pupils) participated in **Adobe School Challenges**. They all received branded prizes (Adobe notebook, stationary ect) and were awarded a Pizza Party (Dominos Pizza and film afternoon).

Collaboration and Partnerships

- **Weekly Sway**
- **Monthly Family Home Learning Grids** introduced.
- **Monthly Jotter Drop-In Sessions** introduced with a focus on maths, reading, writing and curriculum.
- **SfL and Dyslexia Refresh** to ensure consistent support practices
- **Growing Together Partnership** with both schools.
- **Beatle School Partnership** - Story Massage
- **SPARK Partnership** – Carpet Bowls, Bingo & Quiz, Film Making, and Games Afternoon.
- **Craigsfarm Partnership** - Reading with Fixe P
- **Almond Housing Partnership** for a story telling.
- **Parent Council Events** – Halloween Disco, Christmas Fayre, Spring Disco, and Fun Day.
- **Buddy Training** – Older students trained to support younger peers.
- **Family Days Out** – During the holiday club.
- **Parent Feedback Survey** – Collected 87 responses to shape curriculum.
- Support from **River Kids** who funded dance wear and camp gear for all children attending the P7 camp.
- **Reverend Helen's Visits** – Supported Harvest, Christmas, and Easter celebrations.
- **January "Family Games Afternoon"** – Improved math skills through family-friendly games.

Early Learning Center

- Weekly Sway
- PEEP Sessions
- ELC to School Transition Program
- ELC Stay and Play Sessions
- ELC Sports Day
- Weekly Book bug sessions
- Weekly Forest school sessions
- Regular library visits
- Weekly caterpillar music sessions
- Trip to the beach at Burnt Island for all children and parents

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

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	Good
3.2 Securing children's progress	Satisfactory

+Delete if not relevant

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