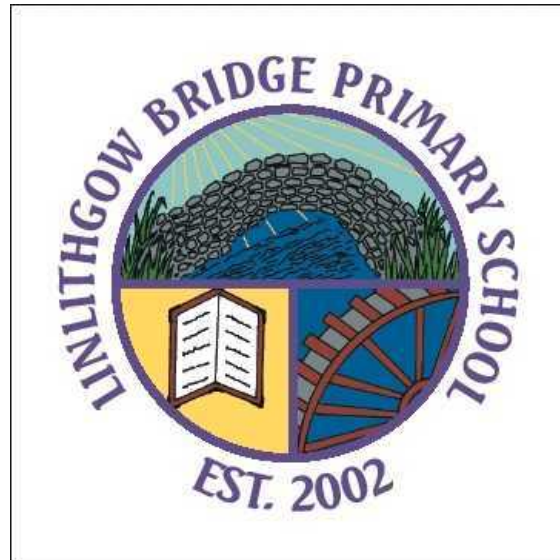


# Linlithgow Bridge Primary School

## Standards and Quality Report

Session 2008/2009



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## Standards and Quality Report for session 2008/2009

**At Linlithgow Bridge Primary School we are committed to providing education of the highest quality for all children and pupils which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society in their present and future lives.**

### ***Background Information***

Linlithgow Bridge Primary School was opened in August 2002 under the Public Private Partnership initiative. Children attending the school come from the northwest side of Linlithgow with a number attending from outwith the catchment area. There are two nursery classes offering places to sixty children aged three and four. The nursery is staffed by one teacher, one senior nursery nurse and one nursery nurse.

The current school roll is 212 and staffing is in line with authority guidelines, currently the Head Teacher, one principal teacher, twelve class teachers (including two probationer teachers and three job share/part time teachers), a part time learning support teacher and visiting specialists of music, physical education, swimming, strings and brass. In line with the McCrone agreement, reduction in class contact time for teachers is provided by our music and physical education specialists, Karen McCusker and Rosalind Veneroni, who teaches ICT to classes. In addition to this, four support assistants and two classrooms assistants work in the nursery, early years and middle/upper school departments. Four ancillary staff complete the team at Linlithgow Bridge.

There is a very supportive Parent Council, incorporating a fund raising committee and links with the local community are strong.

### ***School Aims***

At Linlithgow Bridge our main aim is to provide a quality education for every pupil. Staff, with authority support, are committed to inclusion and strive to provide high quality learning and teaching experiences tailored to meet pupils' needs.

We aim to develop every member of staff professionally so that we are equipped to take the school forward in line with the recommendations for continuing professional development within the McCrone Report.

### ***How evidence was gathered***

Staff have been fully involved in monitoring and evaluating our performance through the use of the performance indicators identified in 'How Good Is Our School 3' (primary) and 'The Child at the Centre' (nursery).

The Head Teacher and Principal Teacher regularly monitor learning and teaching by supporting in classes, evaluating teachers' forward plans, talking with staff and pupils and monitoring pupils' work.

All pupils from pre school nursery children to P7 took part in a self-evaluation exercise. The results of this were discussed with parents at parents' meetings or sent home with reports. This exercise has become an integral part of our self evaluation programme. A number of parents continue to comment favourably on it and use it as a discussion tool with their child.

Pupils' attainment in national assessments in reading, writing and mathematics is carefully evaluated and the evidence gathered forms the basis of our progress towards meeting the targets set for the school. As the Curriculum for Excellence becomes embedded within the school, national assessment results will no longer be used however staff will continue to monitor pupils' progress throughout the school using both formative and summative assessment resources. Pupils' Personal Learning Planning targets will also be used as a discussion tool by both school staff and parents/carers.

Members of the Parent Council continue to be consulted about the effectiveness of the school and nursery's communication with parents and their views help form the basis of our priorities for the coming year.

### ***Previous Year's Priorities***

This session, as last, all staff have worked together with pupils to support them to become independent learners who have the confidence to take responsibility for and pride in their learning. We have actively embraced A Curriculum for Excellence and programmes of study for pupils are designed to help children become successful learners, responsible citizens, confident individuals and effective contributors.

Our main Improvement Plan priority was, 'the journey to excellence through the development of global citizenship', with particular emphasis on the formation of links between Linlithgow, Scotland and other parts of the world and helping children understand and respect differences between their own and other cultures. Links continue with Ecole Francais Poulenc in Guyancourt, Ecole La Sabliere, schools in Zaandam, Holland, Madrid, Spain and Dubai and Alaska through former pupils. As a staff, we evaluated the success of the programme this year using How Good is Our School (3) and Child at the Centre Quality Indicators and we believe we have achieved our aims. There is now a clear programme in place to support our children as they consider the impact of global citizenship on their lives and a Global Citizenship Policy has been written and shared with members of the Parent Council.

The work we are undertaking with the children continues to be classed as an example of best practice and we have once again welcomed into school members of HMIe who have looked at the programmes we have in place to ensure a smooth journey down the road to excellence. Some of our work has been used as exemplars in HMIe publications eg Making Effective Use of Curriculum Flexibility. In November 2008, our ICT programmes of study were inspected as part of a national information gathering exercise and the comments made about our work were very favourable eg children are clear about the ways in which ICT can help enrich their learning. HMIe were also very impressed to see Excel being used confidently by pupils and believed our multi sensory approach within the learning support base was being used to good effect to meet individual pupil's needs. Parents/carers were informed of the outcome of the inspection by letter. We continue to be asked to host visitors from other countries to observe our work and most recently we welcomed groups of teachers from Holland and Spain, looking at enterprise education and global dimension respectively.

An audit of our other areas for improvement showed a high level of success. Evaluation of our Religious and Moral Education programme shows that there is continuity and progression in place from nursery to P7. We must now consider how this programme encompasses the ethos of A Curriculum for Excellence and ensure that we recognise the learning outcomes in our planning. Our Personal Learning Planning formats have been in place this session for pupils from P1 to P7 and evaluations from both pupils and parents/carers were very positive. We were delighted to receive an 88% response from parents/carers and feedback from the evaluation was sent out in May. We have taken on board suggestions made by both parents/carers and pupils and improvements have been made to our planning folders.

The Assessment Towards Transition programme is now firmly embedded within the nursery assessment programme and information is shared with P1 teachers allowing them to move children forward in their learning appropriately upon entry into school. This evidence is also shared with parents/carers. Staff are now working with the new codes within the working document and the new reporting format for nursery children has been fully implemented.

Our Eco School work continues to be developed and this year we successfully achieved our 3<sup>rd</sup> Green Flag. We continue to be indebted to so many family members and friends who have worked tirelessly with the children and supported our ongoing programme of playground development. Parents/carers are kept informed of our progress through regular Eco newsletters.

Our reading for enjoyment programme of study was piloted successfully this session and our Book Week in October saw classroom doors being turned into book covers! Jane Peters' P4 class studied Lari Don's, 'First Aid for Fairies and Other Fabled Beasts' and contacted Lari to suggest ways in which the front cover of her book might be more appealing to both boys and girls. The outcome was that the class received a letter from Lari's publisher to say that their views had been taken on board and

the changes to the new front cover were as a direct result of the children's comments. They have also influenced the front cover of her sequel. Gillian Cherrie ran a popular after school reading club for boys. Classes from nursery to P7 invited mystery speakers into school to share their love of books with the children and this has proved to be a very successful programme. Our links with Linlithgow Library continue to be developed with a number of classes visiting the High Street branch.

Under the guidance of Hazel Clarke, our Health and Wellbeing Co-ordinator, we continue to develop our excellent Health Promoting School programme and this session we have worked hard to build upon the good work begun in stages one and two under the headings of ethos and climate, physical environment, health and welfare of staff, curriculum learning and teaching, the role of the specialist services and links with family/carers and community. A folder of evidence is available in school for outside assessors should it be required.

We also continue to extend our playground games resources which are being used to good effect by the children and we have trained senior pupils to act as playground and friendship buddies.

Our programme of enterprise education continues to develop, with every class from nursery to P7 having an enterprise experience during the year. Many of our topics are considered to be examples of best practice and are shared with schools throughout Scotland eg a leaflet informing parents/carers of our health programme in school was designed and produced by classes under the guidance of Rosalind Veneroni and our P3 class with Gillian Reynolds held a very successful and informative Marches workshop to which all classes were invited.

***We have audited our progress against the ten dimensions within A Curriculum for Excellence and the outcomes are detailed below.***

***How well do we:***

#### **1 ENGAGE YOUNG PEOPLE IN THE HIGHEST QUALITY LEARNING EXPERIENCES?**

High quality programmes of study which ensure breadth and balance and which highlight the four capacities of A Curriculum for Excellence, successful learners, confident individuals, effective contributors, and responsible citizens, are in place in all areas of the curriculum, taking into account pupils' needs and individual learning styles. Considering how children learn and the importance of differing learning styles continues to be a major focus of our work in school. In October 2008, staff attended in-service training designed to challenge them to consider how children learn and how their planning can influence successful programmes of work. As we move towards firmly embedding the Curriculum for Excellence in school and audit our programmes of study, changes will be made which will further improve learning opportunities for all children.

In order to promote the performing arts within school, various events were organised for the children including a visit to a pantomime, Mother Goose, in Stirling at Christmas. The cost of this was supported by our Parent Council Fund Raising Committee. We once again participated in the World's Biggest Sing and raised £163.10 for charity. A number of performers were invited to school to perform for the children including a dance troupe who demonstrated African Dance and Eduardo, a mime artist. Pupils in the upper school also attended a performance of Travelling By Tuba at Linlithgow Academy. Our choir was invited to perform two Burns' songs and Christopher Easton and Michael Byrne recited Burns poems which were featured on West Lothian Council's website in January.

#### **2 FOCUS ON OUTCOMES AND MAXIMISE SUCCESS FOR ALL LEARNERS?**

At Linlithgow Bridge Primary School, one of the key aims is to challenge and extend each individual allowing them to reach their full potential. Overall this year, we judge attainment to be very good in writing and in reading and excellent in mathematics. We have a number of pupils throughout the school with a specific learning difficulty which means that, whilst they have achieved pleasing results, their attainment may not necessarily meet national average levels.

We are embracing the ethos of A Curriculum for Excellence and, whilst recognising the importance of attainment, we aim to celebrate children's achievements in a variety of ways eg Head Teacher's

Special Awards and silver and gold awards for positive behaviour and citizenship. At our assemblies, children's success outwith school is also celebrated regularly.

Teachers' planning includes assessment procedures for each curriculum area. Evidence of pupils' writing attainment is placed in an individual writing file and passed on with the child. Class files contain information on group attainment. This will be the final year in which national assessments will be used to confirm teachers' judgements of attainment levels reached. From next year, teachers' assessments of children's progress will be made against the learning outcomes within ACfE.. Standardised spelling tests are undertaken in May and we are making use of standardised tests in mathematics and reading with P3, P5 and P7 in line with West Lothian Council's recommendations.

Evaluation of national assessment results this session confirms the following:

- P1 9 pupils have achieved level A in reading and 6 have achieved level A in writing
- P2 28 children have attained level A for reading, 29 for writing and all have attained level A for mathematics.
- P3 Most children have attained level A for reading with 18 achieving level B, almost all have achieved level A for writing with 10 achieving level B, and all children have achieved level A for mathematics with 17 achieving level B.
- P4 Almost all children have achieved level B for reading with 9 achieving level C, almost all have achieved level B for writing with 6 achieving level C and all have achieved level B for mathematics with 12 achieving level C.
- P5 Most children have achieved level B for reading with 12 achieving level C, most children have achieved level B for writing with 12 achieving level C and most children have achieved level B for mathematics with 19 achieving level C.
- P6 Most children have achieved level C for reading with 16 achieving level D, almost all children have achieved level C for writing with 25 achieving level D and almost all children have achieved level C for mathematics with 18 achieving level D.
- P7 Most children have achieved level D for reading with 24 achieving level E, most children have achieved level D for writing with 20 achieving level E and most children have achieved level D for mathematics with 28 achieving level E.

Our attainment for pupils in P3, P4, P6 and P7 is as follows:

Reading	87%
Writing	87%
Mathematics	92%
Listening	87%
Talking	87%

Although our attainment results are very positive, we must not become complacent and all staff are committed to ensuring that this positive trend continues.

Using the Quality Indicators from How Good is Our School 3, and 'The Child at the Centre', (nursery) we evaluated that the learning and teaching within the school is very good and in some areas excellent. We continue to consider learning styles and have focussed on teacher/pupil interaction during individual staff self evaluation exercises. Work for pupils is carefully differentiated to meet their individual needs and pupil progress is communicated to parents through formal parents' meetings, annual reports and informal parents' meetings. We will continue to prioritise the use of Personal Learning Planning programmes next session to help support pupils assume responsibility for their learning.

We continue to have a number of pupils with additional learning needs and the Senior Management Team has been well supported by Pam Fletcher, Support for Learning Teacher, in the writing of Individual Education Plans. As a school we are firmly committed to the authority's inclusion programme and this commitment by teaching staff, in addition to the excellent support offered by our Pupil Support Workers, has ensured that the needs of all of our pupils are met. Our Fizzy Programme, which is designed to support children with motor difficulties continues to be a success and has been commented on favourably by parents/carers. The programme was started by the OT service at St John's

and some of our children are benefiting from using it on a regular basis under the guidance of Pam Fletcher, Mary Manson and Elaine Inglis.

In January we welcomed back our Educational Psychologist, Janice MacDonald, from her sabbatical year in Australia. We have formed strong links with other agencies supporting our children eg Health Professionals and Social Work and strive to liaise with them to ensure all appropriate support mechanisms are in place. The Cluster Resource Group, a multi agency resource, has helped ensure that our most vulnerable children receive the support required to meet their needs.

### **3 DEVELOP A COMMON VISION AMONG CHILDREN AND YOUNG PEOPLE, PARENTS AND STAFF?**

This year the importance of Fair Trade has been highlighted in all classes. A very successful P7 Fair Trade Fashion Show was held where pupils modelled their own designs on both T shirts and on bags. Fair Trade Winds, Linlithgow's Fair Trade shop, took a number of the children's bag designs and sold every one of them to members of the public! P4 ran a Fair Trade shop as their enterprise project sourcing their goods with support from staff in Fair Trade Winds. It was with a great sense of pride that we received the news in June that we had been granted Fair Trade status as a school, the first primary school in Linlithgow to achieve this accolade.

### **4 FOSTER HIGH QUALITY LEADERSHIP AT ALL LEVELS?**

Staff are fully involved with the management team in determining the improvement plan priorities and work together to ensure that the targets identified are achieved. We consider that the curriculum at Linlithgow Bridge is clearly focused on achieving the school aims and takes into account national advice and local guidelines.

With a school roll of 212 plus 60 nursery pupils, the support given to the Head Teacher by the Principal Teacher, Hazel Clarke, continues to be excellent and her commitment to the management of the school has been invaluable.

There is a strong collegiate emphasis within the school where joint staff decision-making is a priority. Promoted staff give advice and are always available to support teachers, classroom assistants and administrative staff. Many staff, both teaching and non teaching are part of development groups and willingly undertake additional responsibilities for curriculum development.

We continue to build on the high quality resources provided for the children by careful management of the school's budget. Our main priorities for spending this year have been in line with the Improvement Plan priorities of Global Citizenship, Health Promotion, Religious and Moral Education, Reading for Enjoyment and Fair Trade

### **5 WORK IN PARTNERSHIP WITH OTHER AGENCIES AND OUR COMMUNITY?**

Our nursery/P1 transition programme continues to be very successful, with children visiting school once a week since May. They have become familiar with the classrooms and staff and know where to hang their coats and where the toilets are. Those children in our nursery class have also played in the early years playground during break with their buddies supporting them and making sure they feel confident in their new environment.

This year, our programme for P7/S1 transition has been extended and in addition to our whole day 'class timetable' visit and our sports' morning, a transition 'Art Exhibition' was organised giving pupils the opportunity to showcase their work for their peers, parents/carers and friends. A very successful team building day was also held in June.

This year's chosen charity is Save the Children and we have raised £2199.47 for this worthy cause. Our Pupil Council's 'dress down days' continue to be a success and raise much needed cash for our charity. We have raised money for a number of other causes this year including £380.20 for Red Nose Day, and £276 to send two young local athletes to train with the Special Olympic Squad, an idea put into action by P6 and Isobel Watson. We teamed up with Sainsbury's this year and helped them raise

money for Comic Relief by participating in their Linlithgow's Got Talent Show. As before, we have been quite overcome by the generosity of individual pupils who have devised ways of raising money for our charity by selling their drawings to family and friends or making items to sell. Children have even given us some of their birthday money to put towards the charity.

We continue to build on our partnership with the local community. Pupils and staff enthusiastically support community competitions such as the Round Table Marches competition, won by Megan Blumski, P2/1 and Thomas Blythe, P7/6, the design a poster competition in conjunction with the annual Dog Show, where we had a number of prize winners, the George Allan Memorial Football Tournament, where we finished runners up and the Round Table Marches Football Tournament where we came third.

We participated with Linlithgow Bridge Community Council in the centenary celebrations for the Chalmers Hall in Linlithgow Bridge and a wonderful concert was held in December. A birthday card competition was also held and the Community Council gave very generous prizes of DVD's to the winning children and classes.

In partnership with Linlithgow Link, we planted hyacinth bulbs which were distributed to household members of the community at Christmas time. Two pupils, Karen McCallum, P4 and Brittany Duff, P5, accompanied Link members to deliver the bulbs.

P6 pupils organised our successful participation in The Back Pack Project through Mary's Meals. Families within the school filled back packs with essential items and they were transported to children in Malawi on our behalf.

We have supported Moray House, Glasgow University and West Lothian College this session by welcoming student teachers and nursery nurses respectively into school. Not only do these students receive very high quality placements but we benefit from the fresh ideas which they bring with them. We also welcome work experience students from Linlithgow Academy and St Kentigern's Academy.

This year we, once again, held a very successful P1-3 Nativity Play, attended by parents and friends. We held a Community Performance at which members of Linlithgow Link with residents from Ashley Hall and representatives from local pensioners' associations were present. This was repeated in June when P4-7 entertained us with A Tribute to High School Musical. The feedback we receive is always very positive with numbers increasing at each performance!

Once again, our upper school pupils made lanterns for Linlithgow's Advent Procession before Christmas.

## **6 WORK TOGETHER WITH PARENTS TO IMPROVE LEARNING?**

Our very supportive Parent Council Fund Raising Committee continues to work hard to raise money for the school and this year they contributed to a number of resources for the children including the buses for the annual Christmas pantomime visit and the cost of the end of year outing for P7 pupils. In addition to this they have helped considerably with the purchase of ICT resources, a large screen and resources for Religious and Moral Education.

We participated in this year's Tesco Computers for School and Sainsbury's Active Kids schemes and thanks to the generosity of parents and friends we have collected an incredible number of vouchers. We have yet to decide what to buy with them but the vast amounts mean that we can purchase some substantial equipment.

Our Nursery Christmas Fair was once again a resounding success, raising nearly £1600 for nursery funds. Our thanks must go to the nursery staff and the dedicated group of parents who helped organise the event.

## **7 REFLECT ON OUR OWN WORK AND THRIVE ON CHALLENGE?**

The commitment of staff to maintaining a first class learning experience for the children continues to be recognised by many outside the school. For the fourth successive year, we have been asked to host

visiting teachers from Holland who are looking at ways of developing their programme of enterprise education and as a result of this year's visit and the evidence they saw, Hazel Clarke and Anne Corr have been invited to present a paper at a conference on enterprise education in Holland at the end of this year.

The development of our playground continues, with the produce grown by the pupils being sold to parents and staff. We were also privileged to be asked to participate in the successful assessment of Linlithgow for Cittaslow status because of both our eco work and our High Street Guides programme.

### **8 VALUE AND EMPOWER OUR STAFF AND YOUNG PEOPLE?**

Our Pupil Council, James Ritchie, Sophie Irving, Rebecca Carey, Kirsten Milne, Yasmin Wan, Holly Dolan and Nathan Sihota, meets twice a month with Mrs Corr and Mrs Reid. They are a committed and enthusiastic group of children from P4 to P7 who were elected by their peers and they have undertaken their remits confidently. They have a notice board, which keeps others informed of their work and a suggestion box, which is brought to each meeting, ensuring pupils' views are discussed regularly. This year they suggested a monthly fund raising day with a theme eg 'Hairy Yak Day'! All money raised from this goes to our nominated charity for the year, Save the Children.

We are very fortunate in having a staff fully committed to their own professional development and this year has seen a large number of courses being accessed by both teaching and non teaching staff. This commitment ensures that staff are kept fully up to date with new initiatives and have in-depth knowledge of areas such as SEN and learning and teaching.

Once again this session we have been fortunate to have two probationers with us, Gillian Reynolds and Susan Nichol, and their enthusiasm and hard work has been of benefit to both the pupils in their classes and the school as a whole.

Our High Street Guide programme continues to build on its success with tours being offered to a number of schools throughout West Lothian.

### **9 PROMOTE WELL BEING AND RESPECT?**

At Linlithgow Bridge Primary School we consider the ethos we have created in our first seven years to be one of our major strengths. All school staff are committed to making the school a place where children are happy and learn confidently and where parents/carers feel welcomed as partners in their children's education.

We have a zero tolerance programme for bullying and all pupils and parents are encouraged to report any incidents to members of the Senior Management Team so they can be investigated fully.

Our 'Buddy' programme continues to go from strength to strength with classes paired as follows: P1/P6, P2/P7, P2/1/P7/6, P3/P4. Older pupils support younger ones with reading, writing and ICT. In addition to this, our P5 pupils have paired with youngsters coming into P1 next session and have met with them once a week during the summer term. The success of this programme is evident in the confident way our younger children conduct themselves within the school environment and the way in which their older buddies 'look out' for them in the dining room and playground.

In October, a very successful outdoor educational visit to Dalguise was arranged for pupils in P7 and P6. The children were accompanied by Fiona MacNeill, Eileen McIndoe, Gillian Reynolds, Mary Manson, Jackie Reid and Lorna Drummond. The activities on offer to the children during these outdoor education weeks enhanced their team building skills and provided them with physical challenges to which they rose with such enthusiasm. We continue to appreciate the willingness of so many school staff and their families to give up their own personal time to accompany children on residential visits.

Our programme of after school clubs continues to be lead by staff and parents on a voluntary basis. Pupils in middle and upper school take advantage of netball (Miss MacNeill and Mrs Reynolds), badminton (Mrs Reid and Mrs Manson), golf (Mrs Fletcher), recorder (Mrs Peters), guitar (Mrs Fletcher), ICT ( Mrs Veneroni), young engineers (Mrs Nicol), reading for boys (Mrs Cherrie), art (Mrs

Reynolds and Miss Hall) and homework (Mrs Clarke). Our nursery and early years pupils have also visited PlayBugs in Linlithgow Bridge.

As part of our commitment to promoting the health and wellbeing of our pupils, our programme of sporting activities within school is progressing well with, amongst many activities on offer, pupils in P4 and P5 going skiing at Hillend and swimming at Linlithgow Academy. Our football, netball, and badminton teams have participated in a number of tournaments and we have been very proud of the sporting manner in which they have conducted themselves. Our cross country teams took part in the annual Linlithgow Peel event. In addition to this, a number of festivals organised by PE staff and our Active Schools Co-ordinator have been arranged throughout the session for pupils from P4 to P7. A cricket coach, Kruger Van Wyk, has worked with P6 and P7 pupils over a number of weeks. A group of P6 pupils participated in a four day skiing course organised by Beecraigs.

### **10 DEVELOP A CULTURE OF AMBITION AND ACHIEVEMENT?**

I am delighted that Ciara Benson, P2/1 won a prize in West Lothian's Young Writer of the Year competition. This is our sixth consecutive winning year and Ciara is continuing our very proud tradition. In addition to Ciara, Christopher Easton, P6, auditioned successfully to be a presenter and Kate Ogden, P7, will be a 'greeter'.

The winners of this year's Linlithgow Bridge Tenants' and Residents' Association trophy for Team Work in Craft Design Technology were Scott Isles P6, and Katie Corrie, P7/6. The winner of the Newey Award for Citizenship was Ross Tulloch, P5

### **FUTURE PRIORITIES**

We will continue our 'journey to excellence' by embracing the four capacities and ten dimensions of a Curriculum for Excellence and our main focus for improvement is, 'The Development of A Curriculum for Excellence'. We are focussing in year one on planning for literacy, numeracy and health and well being. Our current programmes of study are cross curricular but need to take into account the learning outcomes within ACfE and staff will prioritise this during 2009-2010. We will also develop active learning strategies throughout the school.

This year we will be using GLOW to enhance children's learning. GLOW is the world's first national intranet for education. Children's learning experiences will be enhanced through the use of online tools in a virtual learning environment. GLOW provides easy access to high quality resources developed specifically for the Scottish curriculum and will enhance our current ICT work in school.

We will continue to build evidence for the Stage 3 Health Promoting School programme.

Our nursery staff, with Senior Management Team support, continue to use West Lothian Council's Assessment Towards Transition programme to ensure there is a smooth transition between pre school and P1. They will also use the new working document, ensuring clear links exist with the Curriculum for Excellence planning form for the early stage.

We will build on our recently acquired Fair Trade status by incorporating it into programmes of study and linking it into our Global Citizenship programme.

We are continuing to develop our eco School programme and aim to achieve our fourth Green flag by June 2011.

We will continue to monitor children's personal learning planning programme, following on from this year's evaluations.

Whilst all of the above are priorities for next session, staff are committed to continuing to plan programmes of study in all areas of the curriculum for our children which maintain and build upon the high standards found by HMIe during our school and nursery inspections. All this will be in line with the Scottish Executive's Curriculum for Excellence which strives to ensure our children become successful learners, confident individuals, responsible citizens and effective contributors. Our programmes continue to develop, ensuring we challenge and support our children enabling them to maximise their potential in all areas of learning.