



St Patrick's Primary School

Well Road

Auchinleck

KA18 2LA

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School Blog:	https://blogs.glowscotland.org.uk/ea/stpatrickpsmian2018
Twitter:	
School App:	Available on appropriate mobile devices
Denominational Status (if any):	Roman Catholic
School Roll:	Present Roll: 118 Capacity: 160
	www.east-ayrshire.gov.uk/schoolhandbooks

Dear Parent/Carer,

On behalf of everyone at St. Patrick's Primary School I have great pleasure in presenting our School Handbook for 2024/25.

I hope this handbook will allow you to get to know our school, our staff and the educational opportunities we provide. In line with a Curriculum for Excellence we aim to support and encourage Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Our children learn and achieve in a very nurturing and caring environment. We focus on positive relationships and we get to know and value each pupil so that we can meet their individual needs. The friendly, family ethos of our school is often commented on by pupils, parents and visitors.

We all look forward to meeting you.

Yours sincerely

Marionne Bradley

Mrs M Bradley Head Teacher



SECTION 1

Vison and Values

Our Through working with pupils, families, staff and the wider community our school values were updated in 2023.

Values

Harmony

Equity

Ambition

Respect

This is our Faith

Vision

he vision for our school is articulated through our school values and our school motto: **Forward Together**

★ **Harmony**

to be a peaceful school environment that values the natural world we live in

★ **Equity**

to make sure that each learner and their family have what they need and recognise that this is not always the same for everyone.

★ **Ambition**

That everyone has high expectations of themselves

★ **Respect**

to be a place where we show respect for ourselves and for each other.

★ **Faith**

to ensure our Catholic Faith and Gospel values are at the heart of everything we do.



Establishment Information

Stages Taught P1 – P7

St Patrick's Primary is the designated Catholic primary school for Auchinleck and Cumnock and our catchment area extends to Catrine, Coylton, Drongan, Logan, Mauchline, Muirkirk, New Cumnock, Ochiltree and Sorn. It is an important aspect of our school that our pupils feel a sense of community which is strengthened by our links to our parishes. Parents wishing to enrol a child at our establishment should contact the Head Teacher.

Parents should note that the working capacity may vary depending on the number of pupils at each stage and the way in which the classes are organised. The establishment is co-educational and Roman Catholic.

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

School Hours

Daily Programme

School opens	09.00
Interval	10.40 – 10.55
Lunch	12.35 – 13.20
Close	15.00

Accommodation

Within the school there are eight teaching rooms. 6 are used as classrooms and we have a digital learning room and a library/music room. In addition to this we have a gym hall which is used for PE and as a dining hall.

School Staff

The Head of Establishment at St Patrick's Primary is Mrs Marianne Bradley. Mrs S Sinclair is our Depute Head Teacher.

Our present teaching staff comprises:

Mrs Y Lawrie	Primary 1
Mrs K Duffy	Primary 2/3
Mrs C Dumigan	Primary 4/4
Miss Ú Ní Shúilleabháin	Primary 5
Mrs N Tennant	Primary 6
Mrs S Sinclair/ Miss C Thorpe	Primary 7
Miss K Love	Class Cover

Miss Thomson is our EAST Support Teacher. She provides additional support for learning to specific individuals or small groups. We also have the services of the St Joseph's Education Group together with other agencies such as the Health Service and Social Services.

The smooth running of our school relies heavily on the services of Mrs T Reid, Senior Clerical Assistant; Mrs H Goudie and Mrs T Rennie, Classroom Assistants and Mr J Logan, Janitor. Mrs Goudie, Mrs Rennie and Mr Logan provide supervision of the playground and Dining Hall during break and lunch. Catering and Cleaning staff are active contributors to our school's caring ethos which is dependent on shared values. Our team of professionals bring a variety of experience and expertise, together with considerable commitment, to St Patrick's Primary School.

Parents as Partners

A transition programme is in place for new entrants to Primary 1 and also for Primary 7 pupils preparing for secondary education. This programme is the first of many steps taken in an effort to involve parents in the life of the establishment. It is important to note that parents have considerable skills to offer as partners in education.

Open evenings and afternoons are arranged twice a year to allow parents to visit the establishment and discuss progress with the class teacher.

We are fortunate to have a number of parents and relatives who assist in activities throughout the school. Volunteers (subject to PVG checks) are always welcome to work in the school and give an added dimension to a child's education. The school has developed a Parents as Partners Policy which identifies aims and objectives for the involvement of parents.

We aim to provide a range of events throughout the session. Recent activities have included, Open Days, Burn's day Competition, fundraising events, Parent Workshops, Sports Day and the Christmas concert. This commitment to the life of the establishment from pupils, parents and staff shows we have a shared vision for St Patrick's.



The Parent Council

The Scottish Schools (Parental Involvement) Act 2006 was passed in July 2006. The intention of the Act is for parents to become more involved in their child's education.

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to become involved and engaged with their child's education.

We currently have a small number of members and the Council is chaired by Mrs Lana McCurdie.

Community Links

The local community supports the school very well and we endeavour to give something back while enhancing the educational experiences of our young people.

Our Local Community Police Officers make visits to the school and are welcomed by both staff and pupils, whether chatting informally or delivering a lesson in the class or at assembly on one of the aspects of personal safety. Scottish Fire and Rescue deliver information to our children. The SSPCA visit to support our curriculum.

Our local library provides another aspect to the educational experience. Older pupils can research specific topics and younger pupils can enjoy storytelling sessions. The children have enjoyed visiting our local library in Auchinleck and we look forward to further developing our partnership with them.

Throughout the year we are involved with students. We work with students from Ayrshire College and we also have student teachers from Glasgow University and University of the West of Scotland. This supports our pupils and offers the school the opportunity to reflect on current practice.

We have a new school app and GLOW blog. These help to keep our school community in touch with everything we achieve at school..

We have a number of local businesses we work with to support Enterprise projects within our school, including Tesco and Dumfries House. The Auchinleck Community

Development Initiative (ACDI) regularly involve us in their projects and activities.





SECTION 2

Transition Arrangements

The move from ECC to Primary and Primary to Secondary are amongst the most important of educational transitions. Within Saint Joseph's Education Group strong arrangements are in place to ensure that our children are supported at all stages of transition. All establishments are fully committed to ensuring that strong, clear links are in place in order for this process to be effective.

It is our aim to ensure that all pupils are given the best possible start, that their confidence, attributes and capabilities are encouraged, enabling them to make valuable contributions to our society as confident individuals, effective contributors, responsible citizens and successful learners.

We endeavour to ensure that every child has the right to be included and supported as far as possible, in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability.

Well planned transition arrangements, focused on the learning experiences of young people, are built through effective partnership working between pupils, parents, early childhood centres, primary, secondary staff and other agencies.

Transitions from Early Childhood Centre to Primary 1

As the ECCs involved at transition are numerous and can vary from year to year a flexible approach to transition is adopted. The programme will involve the following:

- Registration of new P1 pupils – where formal registration takes place and parents and children can contact the school for a visit before hand.
- Attendance at Transition meetings as necessary
- P1 staff visit all ECCs to meet with relevant staff, observe pupils and gather information
- P1 Parent and Pupil Induction Afternoons – A series of workshops/play sessions are arranged for parents and children. This allows the children to meet up with the pupils who will be in their class in August, familiarise themselves with the school and to get to know the staff they will be working with. Parents take part in sessions that allow them to get to know key staff and the school routines. The Pupil Welcome booklet is given to parents and children receive a Welcome Booklet to complete for 'homework'. School uniform is also discussed at this time.
- Nursery Profiles are passed to class teacher
- Children meet with their 'Buddies' (Primary 5 pupils)
- Those intending to use school transport will be matched with a 'Buddy' who travels on the same coach.

Enhanced Transition – ECC to Primary 1

(in addition to general transition arrangements)

- Partner agencies work together to identify any additional support needs and plan next steps, including relevant training required for staff
- Parent and/or child visit school for introductory meeting
- Class teacher and 'Buddy' meets with ECC staff and child in term 3/4 to gather information

Within–School Transitions

- All pupils meet their new class teacher in their new classroom for one afternoon near the end of June
- Current teacher and new class teacher meet together to discuss all relevant information about each child
- Relevant Forward Planning is passed to receiving class teacher
- Personal Learning Plans are passed to new teacher
- Assessment Portfolios are passed to new teacher

- Welcome Booklets are given to new staff (including supply teachers)
- Pupil Progress reports are issued in term 1 and term 3 and progress meetings will take place in November and June.
- The Head Teacher ensures all relevant Care and Welfare information is passed to the appropriate person

Primary to Secondary Transitions

- Transition meetings with relevant staff from the primary and secondary sectors
- 5 formal Induction days for Primary 7 pupils to visit St Joseph's Academy and a number of visits throughout the P7 year.
- All Primary 7 pupils in the Education Group attend mass together, celebrated by the School Chaplain for St Joseph's Academy.
- Parents of P7 pupils invited to St Joseph's Academy information evening
- St Joseph's Academy staff and former St Patrick's pupils visit to talk with P7 staff and pupils
- Primary 7 pupils produce a Profile which is transferred to the secondary school. • Primary 7 pupils attend a 'Maths Challenge' day at St Joseph's Academy
- Faculty staff from St Joseph's Academy visit the primaries and deliver lessons to Primary 7.
- P7 pupils are given Saint Joseph's Academy handbook

Pupils not transferring to St Joseph's Academy will participate in the transition arrangements of their receiving secondary school.

Additional Support Needs

The majority of children and young people are able to access their curricular programme at school without the need of additional help other than that which any teacher will provide in any classroom. However, there will be a percentage of children/young people, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child or young person may require additional support beyond the norm in order to help them overcome these barriers. Such children/young people will be considered to have 'additional support needs'.

The school has a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage.

Children and young people who have been identified as having additional support needs will be supported through a Child's Plan, Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

The support given will vary from child to child and is dependent on need. Class teachers in consultation with the Head Teacher and EAST (East Ayrshire Support Team) staff will decide the nature and range of support necessary. Classroom Assistants also play an important role in assisting children with access to the curriculum and providing reinforcement of class lessons.

Sometimes it will be necessary to seek the advice and/or support of specialist teachers/therapists.

Further information can be obtained from various leaflets, that can be accessed through council website or individual copies are available in school.

Inclusive Friendly Schools

We have achieved our Silver Award for Dyslexia Friendly Schools. We have been looking at ways to improve assessment and identification of Dyslexia and how best to support not only our pupils with Dyslexia but all pupils who may be experiencing literacy difficulties. National guidance emphasises the shift from a focus on the specialist to responsibility of all.

We aim to:

- Identify literacy difficulties early
- Identify and provide appropriate teaching and support
- Identify when the term 'dyslexia' is appropriate
- Ensure all of our learners, staff and parents/carers have an understanding of what Dyslexia is and how we support literacy difficulties in our school.

To help with this we have produced one of our Home Learning Guides called 'Dyslexia Friendly Schools'. This is available from the school office or see it on our school website.

SECTION 3

St Patrick's Primary School Uniform

After consultation with parents and pupils the following uniform has been agreed to be most practical for our pupils and the wide curriculum in which they participate daily:

Sweatshirt – bottle green

Trousers/Skirt

Polo shirt – gold

Fleece/Waterproof – bottle green

School Kilt

The number of pupils wearing our uniform is very encouraging, showing commitment to the school and reflecting a positive attitude to school work and cooperation among pupils, staff and parents.

As our classrooms are carpeted pupils are encouraged to wear soft, gym shoes inside. These are not expensive and are best for the variety of P.E. lessons in which the children participate. We keep a small stock of these in school. For P.E. pupils are required to wear shorts and a T-shirt.

Children are encouraged to drink water (not juice) during the day to avoid dehydration and keep themselves healthy.

School Meals Service

Lunches are served in the Dining Hall and are provided by Onsite Services. Pupils enjoy Family Service in the dining hall. Pupils have a choice of at least two main courses with either soup or a pudding provided each day. Water and milk and bread are available daily. Children on special diets can be accommodated by arrangement with the school.

Menus are available on Parentpay and the School App. Parents of new entrants are given the opportunity to view the dinner arrangements at the start of the new term.

Children who take packed lunches eat in the Dining Hall in areas set aside for packed lunches. Mrs Goudie, Mrs Renie and Mr Logan supervise lunch.

School Transport

The Education Authority currently has a policy of providing free transport to primary school pupils who live more than 1.5 miles from their local school by the recognised shortest safe walking route.

Parents who consider they are eligible should obtain an application form on the East Ayrshire Website. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). **It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's**

responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Requests

The Education Authority does not provide transport for those pupils in receipt of a placing request. In the case of Early Entry to Primary School, if the child is offered a place in his catchment area school, transport will be provided in accordance with East Ayrshire's policy stated above. **Children from Cumnock, Coylton, Drongan, Catrine, Mauchline, Muirkirk, New Cumnock, Ochiltree and Sorn are entitled to free transport to and from St Patrick's Primary School.**

Extra Curricular Activities

The school supports and promotes a number of after-school initiatives. The Education Group has an Active Schools' Coordinator who is very supportive of all our sporting and outdoor activities.

In the mornings we offer a breakfast club to all pupils. It provides the opportunity for the children to have a healthy breakfast before the school day begins. The children then have the opportunity to socialise with friends or take part in supervised activities. The club runs from 08:15 to 08:45 each morning.

We believe that extra-curricular activities are very important for the development of the whole child. We will continue to seek varied opportunities for children to experience a range of activities during their time at St Patrick's Primary School in line with local and national guidance.



Security

Public access to the establishment is limited to the main entrance during the teaching day for security reasons. All staff wear security badges for ease of identification. All visitors to the school must sign the visitor's book at the main entrance and report in the first instance to the Office. This simple procedure allows us to monitor who is in the building at all times. Additional security is provided by the CCTV installation.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected, for example, by severe weather, temporary interruption of power, provision of transport or fuel supplies. In such cases, we shall do all we can to let you know about details of closure, temporary arrangements or reopening. We shall keep in touch by using letters, announcements on local radio and school and council websites as well as via our App. We can also access a text messaging service via the school records.

Playground supervision

An adult presence is provided in the playground during breaks in terms of the School Safety and Supervision of Pupils Regulations (1990). This supervision is provided by Mrs Goudie and Mrs Rennie supported by Mr Logan. No child having a school lunch or a packed lunch is allowed out of the school at lunchtime for safety reasons.

Time Keeping

Please encourage your children to arrive in school on time, **before the bell**, as they are at risk when not walking in the company of other children who are making their way to school. Safety in numbers!

Absence

Parents must contact the school by telephone or in person by 9.15am on the first day of absence, explaining the reason for non-attendance. It is necessary that the school is notified to prevent unnecessary procedures being followed i.e. in extreme circumstances there may be the requirement to involve Social Services or the Police. The establishment policy on attendance states that parents/carers will be contacted by the school when no explanation has been given for an absence. Regular checks will be made on absence figures to identify individual pupils whose attendance shows a pattern which causes concern. Such individuals will be monitored.

When attendance falls below 90%, or when a pattern emerges, follow up procedures will be put in place.

SECTION 4

A Curriculum for Excellence

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts.

Curriculum Provision

St Patrick's Primary School provides a full and varied curriculum according to local and national requirements. The school curriculum reflects the breadth, balance, coherence, continuity and progression of the national framework of the Curriculum for Excellence guidelines.

As we embrace Curriculum for Excellence, curricular changes will be implemented to ensure our pupils have the opportunities to fulfil the experiences and outcomes and to further develop the four capacities.

Curriculum for Excellence also recognises the importance of the development of literacy, numeracy and health and wellbeing skills as they unlock access to the wider curriculum. These skills are transferable into all other areas of the curriculum. They also contribute strongly to the development of the four capacities.

Numeracy and Mathematics

Numeracy is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions.

The organisers within the numeracy framework are:

- Number, money and measure
- Shape, position and movement
- Information Handling

A variety of resources are in use from P1 - P7. Many areas include practical activities with pupils working individually, in pairs, in trios and in small groups

Check-ups are used to assess progress on a regular basis and Assessments in Context allow us to assess the transfer of skills.

Literacy and English

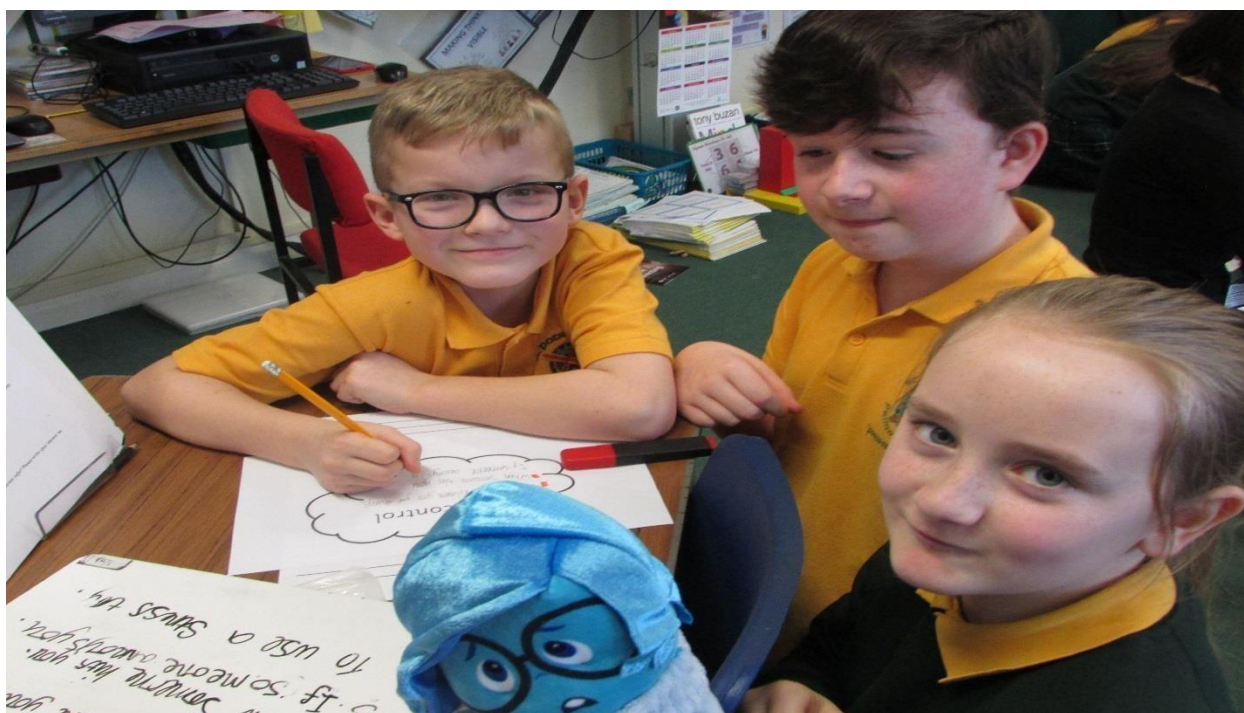
Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

The organisers within the literacy framework are:

- listening and talking
- reading
- writing

The initial approach to learning to read is varied so as to give every child the best possible start. Our core materials ensures the development of phonics and the use of decodable texts. As reading progresses class texts are introduced and a reading skills developed.

The writing programme through the school is consistent and progressive. This provides a structured and cohesive basis for the learning and teaching of writing skills. The skills of reading and writing are interdependent and supported by a range of listening and talking activities.



Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Pupils from P1 – P7 are taught French. Pupils also have opportunities to read, write and speak 'Scots' and we will be developing our Spanish input over the coming years.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills. Every opportunity is taken to extend experience in these areas through the input of outside agencies with particular expertise.

The organisers within the health and wellbeing framework are:

- Art and Design
- Dance
- Drama
- Music

Sciences, Social Studies and Technologies

Sciences

The sciences curriculum area within Curriculum for Excellence has to meet some significant challenges. While every child and young person needs to develop a secure understanding of important scientific concepts, their experiences of the sciences in school must develop a lifelong interest in science and its applications.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and of how it has been shaped.

Technologies

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities.



Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Sensitive subjects such as Sexual Health, Relationships, Parenting and Substance misuse are covered in this area of the curriculum. Specialist support is available through our partnerships with the Health Service, Police Scotland and the Schools' Health and Wellbeing Coordinator.



Physical Education, Physical activity and Sport

Physical Education is now delivered as part of Health and Wellbeing within Curriculum for Excellence. High quality Physical Education (PE) is essential for improving and maintaining the health and wellbeing of all pupils.

PE should:

- Engage pupils in the learning process
- Challenge and motivate pupils and help build resilience
- Offer a variety of learning experiences in PE, both indoors and outdoors
- Develop pupils thinking skills and knowledge as part of lifelong learning

East Ayrshire Council is committed to providing all primary school pupils with 2 hours of high quality physical education



Religious Education in Roman Catholic Schools

Religious Education is presented according to guidelines defined in a Curriculum for Excellence in partnership with the Catholic Education Commission.

At St Patrick's Primary the Catholic faith underpins the ethos of our school. We celebrate our faith through prayer, sacrament and liturgy. The daily actions of staff and pupils lay the strong foundations of attitudes which will enrich our communities.

The organisers within the religious education in Catholic schools framework are:

- Catholic Christianity
- Other World Religions

The core of our Religious Education Programme is This is our Faith. This is Our Faith provides guidance to teachers on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland.

Our school chaplain is Father Philip Kitchen. Preparation for the sacraments is an area of special partnership between school, family and parish.

It should be noted that parents have the right to withdraw their child from religious education and/or religious observance. Every opportunity will be offered to parents to discuss the options before such a decision is taken forward.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on no more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.



Interdisciplinary Learning

Interdisciplinary learning enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Children have opportunities to plan their learning and make choices about what they learn. Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning. *Classes are encouraged to share their learning*

with other classes, parents and the wider community through Performances of Understanding.

Interdisciplinary learning is an important element within Curriculum for Excellence. It makes up one of the four contexts for learning:

- Life and ethos of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Homework

Children who are supported at home are more likely to succeed academically. St Patrick's parents, pupils and staff have agreed the current homework policy. The policy document clearly states the minimum and maximum time for homework tasks. The policy also identifies the important role played by parents in supporting the homework tasks.

SECTION 5

Targets and Priorities 2024-25

Through Self-Evaluation we have identified the following improvement priorities and targets for the year ahead:

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none">★ Learners take responsibility for their own learning, successes and achievements★ Learners will develop the necessary resilience and confidence to enable them to make decisions about their own learning and to lead learning★ Improved outcomes for our learners in literacy and numeracy through continuous improvements in Planning, Learning, Teaching and Assessment★ Learners demonstrate leadership in a range of learning contexts within the school and community★ A commitment to CLPL for all staff through the Good Shepherd Leadership Pathway	<ul style="list-style-type: none">★ A review of the planning, learning, teaching and assessment of Social Studies, Science & Technologies★ The implementation of a new approach to Planning in Numeracy and Mathematics★ Improved classroom experiences through a commitment to our 'excellent learning' criteria★ Improved access to the experience and expertise within EAC & AHSCP for CLPL
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none">★ Improved systems for tracking wellbeing★ A renewed focus on SHANARRI indicators★ Access to timely interventions when required★ Support learners and families with attendance★ Seek funding and alternative ways of doing things★ Implement 'The Promise'	<ul style="list-style-type: none">★ A focus on developing creativity★ Improved Skills based progression for science, social studies and technologies★ Development of school level raising attainment strategy







SECTION 6

Assessment/Reporting

Assessment

In St Patrick's Primary School assessment is built into the learning and teaching process and is part of the teachers' daily practice. Records are kept of the progress of groups and individuals to inform the teacher of the required next steps. Group reading, phonics/spelling, language, writing and mathematics records are maintained while periodic recording of individual progress is made linked to Curriculum for Excellence Levels.

At St Patrick's Primary the emphasis is on the use of a whole variety of assessment tools and strategies. We encourage self and peer assessment together with more formal approaches. A careful record is kept of each pupil's progress through the experiences and outcomes and evidence is retained in individual Pupil Assessment Files.

Reporting

Two formal reporting sessions for parents are held each session. During the first of these meetings teachers discuss how pupils are settling in and what the expectations are for

the session. A written report will be issued in term 3. A final Pupil progress meeting will be held with parents in term 4.

Children who may have additional support needs will be assessed in a way suited to their individual requirements. Further information is available from the Head Teacher. St Patrick's Primary has an open door policy by which we hope to support all parties. Parents are aware that should there be a concern the Head Teacher will make time to discuss the matter.

Personal Learning Plans

Our pupils all have a Personal Learning Plan Diary. Each week the pupils work with their teacher to set personal targets. These targets will be in Literacy, Numeracy and Health and Wellbeing. The pupils will monitor and record their progress to achieving their personal targets. The Personal Learning Plan is also used to record broader pupil achievements both in and out of school.

St Joseph's Education Group

St Patrick's is one of five primary schools within the St Joseph's Education Group. The principal purpose of the learning community is to ensure that services are better coordinated in order to meet the needs of young people and raise attainment. Education Groups support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person. One of the benefits of this Group is that we have the support of colleagues from various agencies who can support our children e.g. Health, Social Services, Home – School Link Workers, Community Services etc.

Although most of our pupils transfer to St Joseph's Academy at the end of their primary education, those who live in Drongan and Coylton access secondary education at Queen Margaret Academy, Ayr.

Associated Establishments:

Mr J Kane
Head Teacher
St Joseph's Academy
Grassyards Road
KILMARNOCK
KA3 7SL

Mrs Andrea Fergusson
Head Teacher
Mount Carmel Primary School
Meiklewood Road
KILMARNOCK
KA3 2EL

Mrs E Hastings
Head Teacher
St Andrew's Primary School
Grassyards Road
KILMARNOCK
KA3 7SL

Ms A Rooney
Head Teacher
St Xavier's Primary School
Whitehill Avenue
PATNA
KA6 7LY

Mrs J McGahon
Head Teacher
St Sophia's Primary School
Nelville Drive
GALSTON
KA4 8BN