



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: 134 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 2025/26.

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.

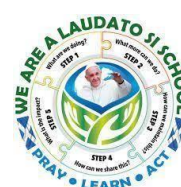
As a faith school we:

- offer a vision based upon the central teachings and values of the Catholic Church
- aim to help all students to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others to the transformation of their world – building God's kingdom
- are a community which is open, welcoming and inclusive, seeking to prepare pupils to find happiness and to lead lives of goodness, built upon Christian values, personal integrity and moral courage
- promote genuine human growth, not only for Catholic pupils but for those of other faith traditions and those with stances for living which may be independent of religious belief
- are challenged to provide our children and young people with structured opportunities of encounter with Jesus, opportunities to learn about His life, to understand His teaching, to develop the virtues and values which He promotes and to follow His witness in service to others.

We all look forward to meeting you.

Yours sincerely

Marianne Bradley
Mrs M Bradley Head Teacher



SECTION 1

Vision and Values

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 The 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 Staff

Head Teacher – Mrs M Bradley

Depute Head Teacher – Mrs S Sinclair

Class Teachers -

Mrs Y Lawrie
Mrs K Duffy
Mrs C Dumigan
Miss Ú Ní Shúilleabháin
Mrs N Tennant (maternity leave)
Miss K Love
Mr S Cavani

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, Mrs T Rennie and Mr J Bozner Classroom Assistants and Mr J Logan, Janitor. Mrs Goudie, Mrs Rennie, Mr Boner 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.

Accommodation

Within the school there are eight teaching rooms. 6 are used as classrooms and we have two multipurpose rooms. In addition to this we have a gym hall which is used for PE and as a dining hall.

Our school is currently undergoing a planned refurbishment. Four of our classrooms have been modernised with the remaining rooms, corridors and office spaces due to be completed as part of the ongoing property works by East Ayrshire Council.

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 ECC 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

In-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)

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 link for Saint Joseph's Academy handbook
- Opportunity to meet S1 year head through 1 to 1 appointment for parents

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 learning. In such circumstances the child or young person may require additional support 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

School Hours

Daily Programme

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

Time Keeping

Please encourage your children to arrive in school on time, **before the bell**. The first interactions with peers and staff are of great importance. It helps children to feel a sense of belonging from the very start of the day. We have a breakfast club from 8.15am.

Absence

Parents must contact the school by telephone or in person by 9.10am 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.

Behaviour and Anti-Bullying

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Please refer to our *Respect for All Anti-Bullying* policy for more detailed information with regards to behaviour and anti-bullying.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible

citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

In St Patrick's Primary School we view Respectful Relationships as being an essential component of the social integration framework. Respectful Relationships are also vital to aid the development of all pupils, within a positive ethos, so that they can take their place in society as responsible citizens.

Factors which contribute to supporting this aim are: a positive whole school ethos where all stakeholders are involved, a culture of promoting positive behaviour and appropriate choices for all and ensuring that incidences of bullying are addressed in an effective and consistent manner.

The following are discussed within our policy, where we have taken into consideration cultural diversity and equality. Our main guide is East Ayrshire Council's *Respect for All Anti-Bullying* policy and East Ayrshire Council's *Equality and Diversity* policy.

Children come to school from a variety of backgrounds, and this variety is taken into consideration when dealing with the individual needs of pupils. It is important that the school develop mutual respect and children are encouraged, with support, to make appropriate choices and are fully consulted on consequences for the actions they take. This is to prepare them to become Responsible Citizens and Effective Contributors in their local community and the wider world. We all have an important role to play in maintaining overall discipline within the school.

Bullying

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. Respect for All Guidance, Scottish Government.

Bullying can take different forms. All of them are wrong. Bullying is not acceptable in any form. Someone who is being bullied will feel unable to stop it happening. It can be carried out by a group or one person.

Bullying can take several forms, and although no list can clearly be definitive it can include:

- *Emotional*
- *Mental* - when pressure to conform is applied
- *Material* – when possessions are stolen, damaged or hidden or extortion takes place
- *Social* – when not being spoken to or left out of activities

- *Physical* – pushing kicking, hitting, punching or any use of violence, aggression without or without the intention of causing hurt
- *Verbal* – name calling, sarcasm, teasing, spreading rumours and personal comments
- *Cyber* – all areas of the internet, such as email and internet chat, social networking misuse, mobile threats and text messages
- *Prejudice based* – focusing negatively on the identity of the victim, based on their race, ethnicity, colour, sexual orientations, religion or belief, gender or other distinguishing features.

It should be emphasised that there is a difference between one-off incidents amongst peers in the classroom/playground and the systematic and ongoing targeting of a particular pupil or group.

Children accused of bullying may need support as much as those being bullied. Within our Respectful Relationships Policy, St Patrick' Primary School highlight that we always take incidents of bullying seriously and will endeavour to investigate fully, supporting all children involved, consulting parents/carers and implementing appropriate strategies for support.

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.

Pupils are asked to change into indoor shoes. These should be plain black. Black plimsoles are ideal.

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.

Security and Visitors

The safety of the children is of paramount importance and for that reason it is essential that we know who is in the building at any point of the day. Therefore, all visitors, including parents, are asked to use only the main entrance to the school to enter the building.

All visitors and tradespeople are asked to sign the register at the front of the school and to sign out as they leave.

If you are collecting a child early it is vital that you inform a member of staff when doing so. Please press the buzzer at the front entrance and one of our staff will ensure that you are attended to. If you would like to speak to a teacher, please either phone or visit the school and arrangements can be made. Members of staff should not be approached in the playground. Messages for staff or pupils must be made through the school office.

Homework and Study

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.

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.

Complaints Handling

If you have any concerns at all regarding your child's education or experience in the school please visit or phone the school immediately and ask to speak to a member of the senior leadership team. We will always make time for you and work together with you and your child to resolve the issue or concern. We are committed to ensuring that your child is happy in school and care about making their educational experience a positive one.

Emergency Procedures / Medical matters

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.

If your child is feeling unwell or has an injury, they will be attended to by one of our first aid trained members of staff. You will be contacted if your child needs to be collected. There may be times when your child has been injured when we contact you to inform you; however, they may not require going home. We always endeavour to keep you as informed as possible of any injuries or medical issues that arise during the day.

If your child requires any medication through the day, you must complete an administration of medication form at the office and the medication should be brought in to school by an adult.

Please always ensure that your contact details are up to date to enable us to contact you.

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.

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 Ms S Stakim.

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. Some of these activities will involve parents, where you will be welcome to join your children. You will be notified of important dates, including registration and transition programme events via our normal means of communication. 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.

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, Christmas performances and Masses at important feast days in the church calendar. This commitment to the life of the establishment from pupils, parents and staff shows we have a shared vision for St Patrick's.

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 library provides opportunities to enhance our learning experiences. 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 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 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	<p>To the end of P7, but earlier or later for some.</p> <p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>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.</p> <p>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>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.</p>
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 other 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

SECTION 5

Targets and Priorities 2025-26

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">★ By October 2025 all 2nd level learners to have digital profile,★ All 2nd level learners to have a clear understanding of individual targets for writing, reading, L & T and numeracy by December 2025	<ul style="list-style-type: none">★ All learning experiences are planned and demonstrate the expectation of the agreed standard of learning. ü★ Continued participation in the leaders of learning programme.★ Interventions are monitored regularly for impact.★ The impact of the other professionals is measured and reviewed – EAST, EAL, TOD,
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none">★ To create a consistent and predictable environment for all learners★ To recognise the shift in school demographic and barriers to learning through unmet needs.	<ul style="list-style-type: none">★ To ensure learners recognise and feel positive about their achievements and attainment.

SECTION 6

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.

Learning Logs

Our pupils maintain a learning log. 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.

SECTION 7

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.

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 make an application 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 the 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.

Associated Establishments:

Mrs A Buchanan
Acting 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 C Crawford
Acting Head Teacher
St Andrew's Primary School
Grassyards Road
KILMARNOCK
KA3 7SL

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

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