



St Xavier's Primary School

Whitehill Avenue

Patna

KA6 7LY

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School Blog:	
Twitter:	
School App:	Communication to parents / carers is sent through the school app (Safer Schools Scotland)
Denominational Status (if any):	The school is co-educational and Roman Catholic. It serves the communities of Patna, Dalmellington, Bellsbank and Dalrymple.
School Roll:	Current roll is 32
Further information:	School handbooks · East Ayrshire Council

SECTION 1

Head Teacher's Welcome

Dear parent/carer

On behalf of all staff and pupils welcome to St. Xavier's Primary School. This handbook will provide you with information about our establishment and what we can offer your child.

At St. Xavier's Primary School the staff, pupils and parents work in partnership to provide a safe, happy and vibrant place to learn. We provide a well-balanced curriculum, encouraging and supporting each child to reach their fullest potential. Our vision is to inspire pupils to be the best version of themselves and to support and challenge everyone to fulfil their potential.

As a Catholic school our Christian faith encourages us to treat others with equality, fairness, tolerance, love and respect and these values permeate all that we do.

If you have any questions about any aspect of this handbook then please do not hesitate to contact me. I look forward to you and your family joining our school community.

Yours sincerely

Amanda Rooney
(Head of establishment)

The visitor's car park is accessed from Carnshalloch Avenue, whilst the Main Entrance is situated on Whitehill Avenue.

The school covers all the stages from Primary 1 to Primary 7.

We share the site with Patna Primary School, the Supported Learning Centre and the Early Childhood Centre and we have shared access to the Computer Suite, Gym Hall, Music/Drama Room, Environmental Studies Room, Dining Hall and playground.

Our building complies with all current disability legislation and is easily accessible to all users. Parents are always welcome to visit the school, however it is recommended that contact is made with the school office if you wish an appointment with the Head Teacher or a particular member of staff.

The school playground has a variety of special features including a Sports Field, Wild-life Garden, Bike and Scooter Racks, Special Seating and Outdoor Tables and Chairs.

At St. Xavier's Primary School we aim to:

- Ensure all pupils are safe, healthy, achieving, nurtured, active, responsible, respected.
- Work with parents, pupils and the wider community to provide a happy, stimulating, safe and secure environment that allows children an equal opportunity to develop their abilities and personalities as fully as possible.
- Help children gain knowledge, understanding and respect for people from a diverse range of backgrounds and cultures.
- Help children gain knowledge and understanding of Christianity in the Catholic tradition and develop their faith through the promotion of Gospel Values
- Provide the best quality of learning and teaching to ensure children progress towards their full potential in all areas of the curriculum.
- Build skills for life, skills for life and skills for work.

School Ethos

We are a small school with big ambition and we aim to provide a broad, balanced and relevant education which promotes enjoyment of learning, encourages enterprising individuals, develops the talents of the whole child, promotes care and respect and celebrates success.

Our philosophy is founded in the Catholic Faith and based on equality of education.

Our weekly assembly recognises and acknowledges children who deserve to be entered into our 'Golden Book'. Our 'Wider Achievements' board recognises the wider

achievements of our children. In classrooms and corridors we display the achievements of children who are regularly recognised for being 'Star Writers', Pupil of the Month etc. We also have a 'Good Work' Board which is used to display work from any area of the curriculum which deserves special praise and recognition because of the quality or effort made by the children. Each year teachers nominate children to receive awards for being Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens. We also recognise those children who have been outstanding in Literacy, Numeracy and Health and Wellbeing. One child is chosen as the 'Pupil of the Year'.

These award winners have their names engraved on our trophies and platters. We also issue a special award in memory of our school Chaplain Fr. Alan Wilson. This award is presented to the child who makes a special and significant contribution to upholding the Ethos and Values of our school.

We have excellent links with our local parish of St. Francis Xavier's.

Fr David Borland is our school chaplain. The pupils attend mass at St Francis Xavier's Church or St Margaret's Cathedral on Holy Days of Obligation.

Every year our children work closely with SCIAF and raise funds for projects in a number of enterprising ways. Our children also present information to the local parish about the work of SCIAF and how they are going to raise funds.

Throughout the year children have opportunities to work with representatives from other charitable organisations e.g. Missio and Mary's Meals.

All pupils at St Xavier's are members of a pupil voice group. Our groups include an Eco-Schools Committee, Dyslexia Friendly Schools Committee, Rights Respecting Schools Committee, JRSO and Pupil Council. We have achieved Green Flag status for Eco-Schools, Gold award for Dyslexia Friendly Schools and have achieved our Gold Rights Respecting School Award. We also successfully completed the East Ayrshire Communication Friendly Environments accredited programme.

Within St. Xavier's we aim to promote good behaviour and recognise special effort in this area by all children. Our Promoting Positive Behaviour Policy puts an emphasis on encouraging good behaviour and a caring Christian ethos. We also have a Health and Wellbeing Group, based on the nurture principles, which provides additional support to any pupils who may have some social, emotional or behavioural difficulties.

Every pupil in the school is a member of a particular house group. Each house has a P7 house captain who encourages good behaviour and responsibility to earn points for their house.



Our Core Values are:

- Kindness
- Honesty
- Respect
- Inclusion
- Faith
- Excellence

These are clearly displayed in school, which helps children to understand the behaviour we promote. The Core Values are reinforced through a series of assemblies throughout the year. Classes devise their own class charters and these are always agreed by the teacher and children with a system of sanctions and rewards included.

St Xavier's: small school... big on... ambition, thinking, innovation, teamwork, safety, nurture, care, honesty, uniqueness, enterprise, skills for life, achievement, challenge, healthy lives, respect, co-operation, fairness, inspiration, success, partnership.

The school works closely with our Active Schools Co-ordinator, Ross Stormonth, who organises a range of physical activities and after school clubs throughout the session. We also offer a wide range of after school clubs at various times throughout the year including football, sports, cooking and STEM clubs.

Parental Involvement

In St. Xavier's we are proud of the strong links that exist between the parents and the school. These links have been fostered over a number of years and our school app allows for new ways of communicating with parents.

We use 'Safer Schools Scotland App' and this is used as the main means of communication with parents. All news, events and lunch menu is available on the app. The app also has a text message service where parents receive push notifications via the app.

The school has an active Parent Council and Fundraising Committee. These meet regularly throughout the school session to discuss all matters relating to school life.

Incorporated into all Parent Council meeting's is a Head Teacher report outlining the most recent developments in school. Copies of Parent Council Minutes can be forwarded to all parents on request.

Twice yearly there are parents' evenings in school when parents have the opportunity to discuss their child's progress with the class teacher. Prior to these evenings a pupil report is sent home and parents are invited to respond to their child's report.

In term one new P1 parents are invited to attend a series of workshops where they are made familiar with the various practices and teaching methods used in the school.

We have 'Sharing the Learning' afternoons/mornings when parents are able to visit their child's class and observe and share in the learning that has taken place. These are more informal than parent's evenings and are led by the children.

Homework and curriculum advice is forwarded regularly to all parents.

St. Xavier's Primary operates an open-door policy whereby all parents will be welcomed into the school and any matter they may wish to discuss with the Head Teacher will be treated with the utmost care, consideration and confidentiality.

We welcome help and support from parents for all our fundraising activities and events.

We also welcome support from parents with after -school clubs for which training can be arranged and Disclosure Scotland checks organised.

The chair of our Parent Council, Hendrika Psaila. She can be contacted via the school office.

SECTION 2

Enrolment for new children entering Primary 1 takes place in January each year and information of the dates and times is advertised in the local press, local shops, social media and Church bulletin.

Associated Primary Schools:

Head Teacher:	Mrs E Hastings St. Andrew's Primary Grassyards Road Kilmarnock KA3 7SL	Head Teacher:	Mrs A Ferguson Mount Carmel Primary Meiklewood Road Kilmarnock KA3 2EL
Head Teacher:	Mrs M Bradley St. Patrick's Primary Well Road Auchinleck KA18 2LA	Head Teacher:	Mrs J McGahon St. Sophia's Primary Nelville Drive Galston KA4 8BN

Early Years to Primary

Throughout the session, opportunities are taken to make links between Early Years Centres and St. Xavier's. From October regular visits are organised and during the summer term a more focussed series of visits are made to our associated Early Childhood Centres by the Primary 1 teacher and the Head Teacher. Children are invited to visit St. Xavier's with their parents for a series of activities and events. During these visits, children meet with their future classmates and their buddies. An Induction programme for prospective Parents runs during the Summer Term and Parents are invited to attend a series of workshops where they are made familiar with the various practices and teaching methods used in the school. Children from the senior school make a presentation to parents about St. Xavier's.

Our Associated Early Years establishments are:

- Dalmellington Early Childhood Centre 01292 550364
- Patna Early Childhood Centre 01292 531271
- Bellsbank Early Childhood Centre 01292 551195

Primary to Secondary

We work closely with Queen Margaret Academy and St Joseph's Academy. Throughout Primary 7, a range of visits and events are organised to ensure children make meaningful and useful links prior to transferring to secondary school. This involves visits to secondary schools, secondary staff visits to St. Xavier's, a residential experience, parent's information evenings and newsletters.

The Secondary Establishment connected with St. Xavier's is:

St. Joseph's Academy

Grassyards Road

Kilmarnock Tel: 01563 526144

The Head of Establishment is: Mr J Kane

Most children, due to its relative close proximity, tend to transfer to:

Queen Margaret Academy

Dalmellington Road

Ayr Tel: 01292 268379

The Head of Establishment is: Mrs K Schlesiger

As Queen Margaret Academy is within South Ayrshire Council, all children must make a transfer request to that Authority. Transfer forms will be forwarded in the January prior to the August the child is expected to be in Secondary Education.

Due to our geographical location and parental choice, we also have good Transition links with the following secondary school:

Doon Academy

Ayr Road

Dalmellington Tel: 01292 550521

The Head of Establishment is: Mr M Robertson

Special arrangements are in place to support children with additional needs to make successful transitions. These arrangements are tailored to each individual pupil depending on need and in consultation with children, parents, partners and school staff.

Where a child or young person with additional support needs is involved at any transfer stage their needs must be taken into account. St. Xavier's Primary will make every

effort to ensure continuity and progression when these transitions occur. The Authority guidelines on Transition provide further information.

The Head of Establishment is: **Miss A Rooney**

The teaching staff comprises:	Mrs North	Primary 1/2/3
	Mr Dillon	Primary 4/5/6/7
	Ms N James	Raising Attainment Teacher
	Mr M Donnelly	EAST Support

The invaluable support staff comprises:

Senior Clerical Assistant	Mrs A Broadley
Classroom Assistant	Mrs J Purdie
Raising Attainment Classroom Assistant	Miss L Dwyer
The Kitchen Manager	Mrs Edgar
The Cleaning Supervisor	Mrs J Purdie
The School Janitor	Mr B Brown

The school is further supported by an Educational Psychologist and an Active Schools Co-ordinator. The Head Teacher has overall responsibility for the safe running of the school.

St. Xavier's Primary will ensure the following principles will be followed in our approaches to identification and assessment of children and young people:

- Take a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential.
- Seek, taking account of and noting, the views of children, parents and young people.
- Ensure that parents, and young people, understand, and are asked to agree to, the aims of assessment.
- Ensure that assessment is an ongoing, integrated process of planning, providing for, and reviewing, services for the individual.
- Adopt the least intrusive and most effective course of action affecting the lives of children, young people and families.
- Take account of issues of diversity and equality and ensure that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, gender, sexual orientation, language, religion, belief or age.
- Work in partnership with parents to secure education for their children and to promote their child's health, development and welfare.
- The head teacher of St. Xavier's Primary is responsible for ensuring that all staff are aware of their responsibilities for children with Additional Support Needs. They will also ensure that effective arrangements are in place to provide a high quality of education, taking account of authority and national policy guidelines.

Advice and support may be sought from other appropriate staff within the school establishment and, through consultancy, with visiting professionals, including the educational psychologist.

The Head Teacher is responsible for ensuring that parents are aware of the school's procedures and the psychologist's role within them. The school is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.

St. Xavier's Primary will ensure that there is effective communication and collaboration with the other agencies which support the children and young people in the educational establishment.

Parents have the right to have their views considered and be involved in the decision making process for their children. They also have the right to have an advocate or supporter present at any meeting where the education of their child or young person is discussed.

In the spirit of partnership, parents have a responsibility to share their unique and expert knowledge of their children with staff. Parents have an important role to play by engaging effectively with staff to further their children's development and progress.

Children and Young People have the right to have their views considered and be involved in the decision making process.

ii) Identification and Assessment

The Education Authority and establishments are required to make appropriate arrangements to identify those children and young people who have additional support needs and for those who require a Co-ordinated Support Plan. These arrangements are outlined in Authorities Standard Circular 'A Staged Intervention Approach to the Management of Children with Additional Support Needs.' The Initial Assessment Team meeting (IAT) provides a first step in identifying the additional support required by children and young people. Should it appear that the child or young person meets the definition of additional support needs as defined by the Act then this will be fully discussed with the parent and young person and if agreed it will be formally noted in the school's Additional Support Needs Log.

Parents may request the education authority to establish whether their child has additional support needs or requires a co-ordinated support plan. They may also request a specific type of assessment and/or examination when the education authority proposes to establish if their child or young person has additional support needs or requires a co-ordinated support plan.

The assessment process involves collecting information over a period of time from a range of professionals including staff from education, other agencies, parents and young people. Where appropriate, additional assessment can be undertaken using a range of formal and/or standardised approaches and techniques.

Procedures for Referral

Staff in St. Xavier's Primary School follow the Staged Intervention Approach as directed by East Ayrshire Council.

To enable the Head Teacher to monitor new and existing Additional Support Needs in St. Xavier's Primary, staff are asked to follow the procedure outlined below:

Universal Stage

If a child is identified as having additional support needs there are two steps the class teacher needs to take.

1. Identify and implement strategies to be used in class to support learning.

2. Complete a *Learning Support Record Sheet* that records the action being taken and identifies a date for review.

The Class teacher will be supported at this stage by the ASN Co-ordinator and or East-Ayrshire Support Team Teacher. A copy of the Learning Support Record Sheet must be given to the ASN Co-ordinator and the original placed in the Curriculum Planning Folder.

Stage One and Beyond

If a class teacher requires to refer a child beyond the Universal Stage then an *Additional Support Referral Form* must be completed. The ASN Co-ordinator can then action the appropriate assessments to be completed and evidence gathered.

Child's Plan

Timescale: October to October

October - Class teacher completes 'Monitoring' proforma identifying areas of strength and areas of concern. This information is then used to formulate a support plan. The plan is shared with the child and parents/carers and their views are taken into account and recorded.

March – A Child's Plan Evaluation sheet is completed by the Class teacher and the child. ASN Co-ordinator and EAST Teacher meet with parents/carers at Parents Evening to discuss evaluation and a comment is given. The Child's Plan is updated if necessary.

October - New Child's Plan is formulated.

Individual Learning Plan

Timescale: September to September

September - Long Term Targets are formulated for the year. Short Term Targets for Sept – Dec are formulated. The plan is shared with the child's parents/carers and their views are taken into account and recorded.

January - Evaluate Short Term Targets and formulate new targets for Jan – April. Meeting with parents/carers to agree new targets. Comments from Parents/carers and child recorded.

May - Evaluate Short Term Targets and formulate new targets for May – September (Long Term Targets can be assessed at this point.) Meeting with Parents/Carers to agree new targets. Comments from Parents/Carers and Child recorded.

September - New ILP is formulated.

SECTION 3

Our school day for children is:

Breakfast Club: 8.30am – 9am
School opens: **9.00 am**
Morning Interval: **10.35 am – 10.50 am**
Lunchbreak: **12.30 pm - 1.15 pm**
School Closes: **3.00 pm**

East Ayrshire Council

School Holidays 2026/2027

Please note that all dates are inclusive

Date	Holiday
August	
Monday 17 August 2026	In-service day
Tuesday 18 August 2026	In-service day
Wednesday 19 August 2026	Pupils return
September	
Friday 18 September to Monday 21 September 2026	Local holidays (Ayr Gold Cup weekend)
Tuesday 22 September 2026	Pupils return
October	
Monday 12 October to Friday 16 October 2026	October holidays
Monday 19 October 2026	In-service day
Tuesday 20 October 2026	Pupils return
December/January	
Monday 21 December 2026 to Monday 4 January 2027	Christmas and New Year
Tuesday 5 January 2027	Pupils return
February	
Friday 12 February to Monday 15 February 2027	Local holidays
Tuesday 16 February 2027	In-service day
Wednesday 17 February 2027	Pupils return
March/April	
Friday 26 March to Friday 9 April 2027	Easter holidays (Good Friday – 26 March 2027)
Monday 12 April 2027	Pupils return
May	
Monday 3 May 2027	Local holiday (May Day)
Tuesday 4 May 2027	Pupils return
Monday 24 May 2027	In-service day
Tuesday 25 May 2027	Pupils return
June/July/August	
Wednesday 30 June to Friday 13 August 2027	Summer holidays
Monday 16 August 2027	In-service day
Tuesday 17 August 2027	In-service day
Wednesday 18 August 2027	Pupils return

Child absences due to family holidays during term time will be marked on the register as unauthorised absences. Parents are strongly urged not to disrupt their children's education by planning holidays out with the scheduled establishment holiday dates.

Absence from School

Parents must contact the school by telephone or in person by 9.30am on the first day of absence, explaining the reason for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed.

Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003. This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly with no explanation from the parent, the absence is unauthorised.

Promoting Positive Behaviour

Within St. Xavier's we aim to promote good behaviour. The School Rules are clearly displayed and reinforced through a series of assemblies. Classes devise their own class rules and these are always agreed by the teacher and children with a system of sanctions and rewards included.

The school policy clearly outlines the procedures followed by staff in the event of indiscipline.

In certain circumstances, and depending on the seriousness of the behaviour, parents may be asked to come to school to discuss how best to support and encourage their child in displaying good behaviour.

Parents will be asked to come to school to discuss the behaviour of any pupil who has received three detentions.

The main emphasis in St. Xavier's is in promoting good behaviour and this is further reinforced by a continual adult presence throughout the school at all times of the day.

At no time is any pupil left unsupervised during school hours. This, combined with the series of Good Work Assemblies, and the use, where appropriate of lunchtime or after school detention has all had a marked effect on behaviour within the school. Parental co-operation in this matter is expected as this can lead to a significant improvement in raising standards of behaviour.

Our School Uniform

Our school uniform consists of the following:

- Red polo shirt (preferably with school badge)
- Blue school sweatshirt/cardigan (preferably with school badge)
- White shirt and school tie
- Black or grey skirt/pinafore
- Black or grey trousers
- Blue or red checked summer dress
- School blazer

Other items available with the school badge include: outdoor fleece jacket and school bags. Our uniform can be purchased from:

- BE [Embroidered Schoolwear & Clubwear](#)
- School Wear Made Easy <https://schoolwearmadeeasy.com/collections/st-xaviers-primary>
- My Clothing at [St Xavier's Primary School – My Clothing](#)

The school supplies every child with a gym kit which consists of a blue round neck school t-shirt, shorts, gym shoes and a gym bag.

Security and Visitors

Access to St. Xavier's can only be gained by alerting the school office or janitor of your presence by pressing the bell at the Main Entrance. The security doors are released from inside the school allowing entry to the building.

On arrival, please complete the sign-in book located at the visitor's reception. You will be asked to provide your name, reason for visit and time entering and leaving the building. If necessary you will be issued with a visitor's badge and asked to read the brief notice regarding child protection.

All members of school staff can be easily identified by their school badge, which is worn at all times.

Homework

After consultation with children, parents and staff we agree that the main purposes for Homework as being:

- To provide children with the opportunity to practise, consolidate, extend and enrich learning taking place in school.
- To allow parents to engage and become involved in their child's day-to-day class work.
- To encourage children to become independent learners and to establish good study habits.
- Children across all stages continue to have regular homework. Children can expect to be set homework across a range of curricular areas.
- Homework should last no more than 20 – 30 minutes depending on the age and stage of the children.
- Parents are asked to contact the school if they have any concerns regarding homework.
- In certain circumstances arrangements are made to provide extra support to children who find it difficult to complete homework at home.
- All homework is linked to our Dyslexia Friendly Schools policy. The policy provides teachers with advice on how to ensure all homework is dyslexia friendly.

School Meals

All children in P1- P7 are entitled to a free school meal. School meals work on a three-weekly cycle. Parents can log on via Parent Pay to view the menu and can pre order meals in advance. Parents are given log in details for Parent Pay and each child has a Parent Pay account.

We share the Dining Hall with pupils and staff from Patna Primary. Supervision in the Dining Hall is carried out by members of promoted staff and support staff.

Any child with special dietary needs for medical, ethnic or religious reasons can be catered for.

Please note that St. Xavier's children are not allowed to leave school at lunchtime unless they have written permission from their parents informing us that they are going home for lunch.

Breakfast Club / Fruit at Break

We have a breakfast club which runs daily from 8.30am – 9am. The club is free to all children. Each day a wide variety of food is available including cereal, toast, pancakes and yogurts.

A wide selection of fresh fruit and vegetables are available daily at break. This is free to all children.



Complaints Handling

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.

Medical and Health Care

In the event of a child taking ill, or having an accident during school hours, the parents or emergency contact are informed immediately. It is vitally important that the school has an up - to - date emergency contact, change of address or telephone number. All children are forwarded an emergency contact list each August and Parents/Carers should forward at least two alternative contacts. The school has facilities to cope temporarily with minor ailments and accidents. Parents should not send their children to school if they believe them to be ill. Not only is it disadvantageous to the child but there is also the possibility of spreading infection throughout the school. Parents are asked to inform the school of any particular medical requirements so that arrangements can be made to assist the child.

Should your child be prescribed medicine which requires to be taken at school forms are available from the school office. These must be completed and signed by parents before any medicines can be administered in school.

Parent Council

The school has an active Parent Council and Fundraising Committee. These meet regularly throughout the school session to discuss all matters relating to school life.

Incorporated into all Parent Council meeting's is a Head Teacher report outlining the most recent developments in school. Copies of Parent Council Minutes can be forwarded to all parents on request.

The Chair of our Parent Council, Hendrika Psaila, who can be contacted via the school office.

SECTION 4

Curriculum

Curriculum for Excellence is the education system in Scotland. It includes early childhood centres, schools, colleges and community learning from 3-18 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 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.

The Curriculum for Excellence recognises 8 key areas of the curriculum within the Primary School. These include:

- English Language/ Modern Languages
- Mathematics
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Religious and Moral Education
- Expressive Arts



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. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning. Curriculum for Excellence emphasises that assessment is an integral part of the day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgements on their own learning; skills that will be important to them throughout. Assessments tools will be administered providing additional evidence of what learners know, understand and are able to do and helping teachers plan learning experiences which are motivating and challenging.



Religious Education in Fife

The revised outcomes and experiences lay a firmer emphasis on the use of Scripture, Sacramental Preparation, Prayer, Reflection, Magisterium of the Church, Traditions and Practices, Ethics and Moral Issues, Personal Search and other World Religions. Where previously equal emphasis was placed on Christianity, Personal Search and other World Religions a sharper focus is now placed on Christianity in the catholic tradition. The revised guidelines are implemented through the use of 'This is our Faith' and we plan, deliver and assess Religious Education through the use of the revised Diocesan Planners. This subject may be promoted through an integrated approach although in practice this will rarely occur.

We have an oratory within the school which is used for times of quiet reflection and prayer and used during lessons as appropriate.

We are very ably supported by our school Chaplain Fr. David Borland who assists with the preparation of candidates for First Reconciliation and First Holy Communion. Currently children in Primary 3 undertake the Sacrament of Reconciliation and Children in Primary 4 undertake the Sacraments of Confirmation and First Holy Communion. We have strong links with the parish of St. Francis Xavier.

We have regular masses and services in school to which parents and parishioners are invited.

Parents who do not wish their child to participate in religious instruction or observance should discuss this with the Head Teacher in order that mutually agreeable alternative arrangements can be made.

Outdoor Learning

All children and young people will have regular opportunity to learn outdoors both in the school grounds and in the local community.

Parents will consent to regular localised outdoor learning once at the beginning of the session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that children come adequately prepared. However, it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

In addition to visits to the local area, all children have at least 30 minutes of outdoor learning each week.

Inclusive Practice

Inclusive Practice is an East Ayrshire initiative using dyslexia friendly and inclusive approaches to:

- foster inclusive learning environments
- empower teachers to meet the needs of all learners
- promote early identification of learners at risk of additional support needs (ASN) and ensure appropriate intervention strategies suited to meet individual's needs are put in place
- develop a whole school responsibility for supporting learners with additional support needs ASN
- provide professional learning opportunities for staff and a platform for networking as well as sharing and celebrating good practice
- encourage resilience in learners
- promote positive and effective parent/carer partnership

At St Xavier's we have achieved Gold Dyslexia Friendly Schools Award and maintained this for three years.

Communication Friendly Environments

We worked closely with Speech and Language Therapy Teams to create communication friendly environments throughout our establishment to support the language and communication development of all children. We achieved Communication Friendly Environments accreditation and have maintained this for two years.

Extra-Curricular Activities

Within Saint Xavier's there is a healthy array of extra-curricular activities on offer to the children. Children are given numerous opportunities to participate in educational excursions.

The school attends a Christmas Pantomime each year.

The children are also involved in staging Christmas Concerts which are well attended by parents and members of the local community.

At Saint Xavier's we offer a wide range of after-school activities throughout the year including football, multi sports, STEM, arts and crafts and cooking clubs.

We are very fortunate to have parents who volunteer their services to the school.

All parent and adult helpers have undergone Disclosure Scotland checks.



SECTION 5

Achievement and Improvement

- The majority of children are progressing well through the levels of a Curriculum for Excellence and attainment across the levels is good or very good.
- Almost all learners are making very good progress from their prior levels of attainment in Reading, Spelling, Writing and Maths.
- Moderation: staff have been involved in useful professional dialogue at school and Education Group level. Teachers are now more skilled at sharing standards and expectations to support their professional judgements. Staff are more confident in devising holistic assessments.
- All staff are using the Experiences and Outcomes and Benchmarks in planning learning across the 8 curricular areas and as the basis for planned assessment.
- All children who have a Child's Plan or Individual Learning Plan have all achieved or overtaken their targets. Staff more confident and skilled in identifying and supporting children with ASN
- Children are actively involved in making links between what they are learning and collecting evidence of meeting their targets across Literacy, Numeracy and Health and Wellbeing.
- Children set their own targets and regularly assess and reflect on the progress they are making
- AiFL strategies are well embedded in the day-to-day work and tasks.
- Children comment on their own and each other's work very helpfully and they work together well.
- CLPL in Numeracy: all teaching staff have undertaken extensive training in Active Numeracy. As a result there is much more active learning and Heinemann Active Maths resources are being used throughout the school.
- CLPL in Literacy: all teaching staff have been involved in East Ayrshire's Active Literacy Training. A more active approach to Literacy is being imbedded across the school
- All staff have been involved in Word Aware training focussing on improving vocabulary development at all stages
- Bug Club Reading has been introduced across all stages
- We have achieved Gold Award status for Dyslexia Friendly Schools.
- We have achieved our fifth Green Flag as recognition to our continued commitment to the Eco Schools Programme
- We have achieved Gold Rights Respecting School Award
- Children have worked collaboratively and creatively to raise significant amounts of money for SCIAF.
- We continue to participate in EA String Music Project. Pupils in P4-7 learn to play stringed instruments including violin, viola, cello and double base. A specialist teacher comes in to school once a week.

- The curriculum has been adapted in line with Curriculum for Excellence which includes balance, breadth, cohesion, depth, progression, personalisation and choice. Well planned activities help develop a broad range of skills. The school continues to develop the curriculum in line with Curriculum for Excellence to ensure children have opportunities to be actively involved in their learning.
- Teachers plan creatively to help children link what they are learning to their understanding of the wider world. We deliver very good quality learning experiences within a learning environment that both supports and challenges our children. Staff are confident in using the Experiences and Outcomes and Benchmarks and they know how to use them to ensure a coherent approach to learning, teaching and assessment.
- Digital learning is used very effectively to enhance and support the learning and teaching.
- The classroom environment is positive and there are very good relationships between teachers and children. The school has a wellbeing room where children who need support with any social, emotional or behavioral difficulties can work in a calm, nurturing environment.
- Most children are involved and engaged in their learning. They play an active role in planning interdisciplinary topics and determining the direction the topic should take. Children and teachers use a collaborative process to create the learning map.
- Our AiFL strategies and procedures ensure that children are skilled at peer and self-assessment and are having more opportunities to experience these forms of assessment. Staff have planned and resourced appropriate differentiated work and classrooms have attractive and informative displays which display the experiences and outcomes being covered and take account of the multi composite nature of the classrooms.
- Staff effectively use, in-house and external led CLPL to support and inform in the improvement of the school and our priorities.
- Support staff have undertaken training to enhance their skills in pupil support and in delivery of certain aspects of Health & Wellbeing. Support staff make an excellent contribution to supporting children who have Individual Action Plans and Individual Learning Plans.

Our Plans for Improvement

A summary of the School Improvement Plan is forwarded to the parents annually and discussed with the Parent Council. Parent's views are regularly sought through surveys, questionnaires and workshops. A child friendly version of our improvement plan is displayed in the school and the children regularly discuss our progress and suggest next steps for improvement. Further details may be obtained from the school office.

SECTION 6

Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress will be closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves will be increasingly involved in this process, as they develop the skills they needed to be able to make effective judgements on their own learning; skills that will be important to them throughout life. Testing will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, teachers plan learning experiences which are motivating and challenging.

Assessment is all the techniques and strategies employed within the school which assist the class teacher in providing appropriate learning contexts for each pupil. Assessment is built into the learning and teaching process and is part of the teacher's daily practice. Assessment results are recorded and submitted to the Head teacher on a termly basis. The attainment levels of all pupils in Literacy, numeracy and Health and Wellbeing are tracked and monitored. Termly meetings take place to discuss pupil attainment. Evidence of pupil achievement is gathered each session and passed on at each stage from Primary 1 to Primary 7.

Within St Xavier's a number of assessment procedures are in place which ensure that children's progress is monitored, recorded and reported to the appropriate bodies. Teachers now use a range of assessment methods (say, write, make and do) to assess and report upon the levels within which children are working.

Children's progress is continuously being assessed by their teachers through questioning, the marking of written work and observation of their children at work. This continuous assessment means that the teacher can plan the next step in learning for each pupil and problems and difficulties can be detected as soon as they occur.

Teachers also set specific assessments from time to time to check on a pupil's level of understanding. Assessment activities are intended to confirm to the teachers, parents and children that the child has achieved a particular level of competence and skill in that area. Each pupil has an assessment folder with examples of summative assessments in Numeracy, Literacy and Health and Wellbeing.

Written reports are issued twice per year, just prior to our parent's evenings. The October report gives parents a brief outline of how children are progressing, their strengths and areas for development.

The annual report, which is more detailed, includes the levels of achievement in all curricular areas as well as the recommendations for the child's future progress. Both reports allow for children and parents to comment on progress or highlight areas of

concern. The annual report provides evidence of pupil progress in the four capacities of Curriculum for Excellence. Parents' evenings are held approximately 1 week after the reports are submitted to the home. These evenings give parents an opportunity to discuss all of their child's progress as well as allowing an opportunity to view the children's class work.

Parents, however, do not need to wait until parents' evenings to discuss their child's progress. Parents are welcome to visit the Head Teacher at any time. Meetings with class teachers can also be arranged through the Head Teacher.

As part of the Head Teacher's remit, various monitoring exercises occur throughout the session to ensure that all children are progressing within the various programmes of study in class. Children are becoming more skilled at using self and peer assessment techniques to improve their learning and identify next steps.

SECTION 7

We have excellent links with many local businesses and organisations:

- Fr. David Borland and Parishioners of St. Francis Xavier Church
- EA Active Schools
- Greggs Foundation
- Bright Starts
- Ayrshire Chamber of Commerce
- Community Police
- Patna Community Association
- Dalmellington Community Association
- Doon Valley Leisure Centre
- Doon Valley Gazette
- Dean Castle & Country Park Countryside Ranger Service
- Vibrant Communities
- Ayrshire Roads Alliance
- Many small and large businesses who support our fundraising activities

Contact Details

Head of Education

Linda McAulay Griffiths

Economy and Skills

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member with responsibility for Skills and Learning

Councillor Elaine Cowan

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576038

Cabinet Member with responsibility for Wellbeing (Children's Champion)

Councillor Clare Maitland

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Telephone Number: 01563 576058

Local elected members for ward

Councillor Drew Filson, Councillor Jennifer Hogg, Councillor James Kyle

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU