



St Cuthbert's Primary
School Improvement and Recovery Plan
2020/21

Article 28 Every child has the right to an education.

Article 3 The best interests of the child must be a top priority in all things that affect children.

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CURRICULUM RATIONALE



VISION STATEMENT

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.



AIMS

- To foster a meaningful understanding of the Catholic Faith.
- To encourage positive and supportive relationships between pupils, staff and parents.
- To create an ethos of inclusion, respect and support to ensure pupils feel welcomed and nurtured.
- To provide a safe, caring and nurturing environment promoting achievement and attainment for all.
- To ensure that every child feels valued and supported and has equal access to all opportunities within the school.
- To have high expectations of all learners.
- To create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.



VALUES

FAITH	RESPONSIBILITY
RESPECT	OPPORTUNITY
HONESTY	



OUR UNIQUE QUALITIES

- Our faith
- Our children
- Our staff
- Our location and community
- Wider achievement opportunities



OUR KEY DRIVERS

- Raising attainment and achievement for all
- Continuous improvement
- Partnership working
- Leadership at all learners

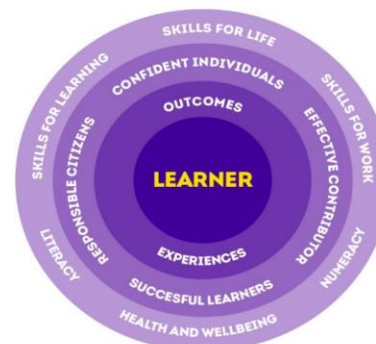
"The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects, interdisciplinary learning, and opportunities for personal achievement." BTC3

WE WILL:

- Support
- Be pupil centred
- Nurture
- Include
- Provide opportunities
- Be positive
- Meet learners needs
- Develop effective partnerships
- Access outdoor opportunities
- Have high expectations
- Be ambitious
- Work with the community
- Reflect
- Improve

OUR CHILDREN WILL BE:

- Safe
- Healthy
- Happy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included
- Resilient and tolerant
- Compassionate
- Risk takers
- Numerate and literate
- Challenged
- Creative
- Innovative



Local and National Improvement Priorities

South Ayrshire Council Plan	1a	Maximise the potential of our children and families.
	1b	Improve the way we work as a council.
	1c	Maximise the potential of our economy.
	1d	Maximise the potential of our adults and older people.
	1e	Maximise the potential of our communities.
	1f	Maximise the potential of our environment.
Children's Services Plan	2a	Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
	2b	Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
	2c	Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
	2d	Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
	2e	Ensure young people have a voice in influencing service delivery that affects their lives.
National Improvement Framework	3a	Improvement in attainment, particularly in literacy and numeracy.
	3b	Closing the attainment gap between the most and least disadvantaged children.
	3c	Improvement in children and young people's health and wellbeing.
	3d	Improvement in employability skills and sustained positive school leaver destinations for all young people.
National Improvement Framework Drivers	4a	School Leadership
	4b	Teacher Professionalism
	4c	Parental Engagement
	4d	Assessment of Children's Progress
	4e	School Improvement
	4f	Performance Information

****Priorities highlighted in Yellow, link to the school's priorities for improvement.*

Priority 1: Improvement in attainment, particularly in Literacy and Numeracy
NIF: Improvement in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged children
 HGIOS 4 Qis - 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum
 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning
 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Almost <u>Almost a</u> All children in the school to show improvement in Numeracy attainment.</p> <p><u>85% of all children to be attaining at an age and stage appropriate level</u></p> <p>Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in maths/numeracy.</p>	<ul style="list-style-type: none"> Learners' needs are identified through assessment information - Term 1, 2 and 4 using the Basic Numeracy Screener for all learners following COVID-19 school. SNSA Assessments (Full profiles) used with targeted groups of children to: identify next steps in learning for pupils; track pupil progress; monitor and evaluate the impact of interventions: assessment diet of - P7 in December and P1 and P4 in May. Data rich school and staff - Staff use GL, SNSA and school based assessments with professional dialogue to identify next steps for individual children Attainment meetings with staff Targeted intervention such as Catch-Up Numeracy implemented to increase children's Numeracy skills. School Assistant Training in Catch Up Numeracy and 5 minute Numeracy boxes. Continuation of number talks across the school and introduce Numicon where required. Moderation of Mental Agility with RAFA schools with staff identifying tests of change. Continue professional enquiry, supported by Gavin Stalker, Educational Psychologist, linked to an aspect of literacy or numeracy – learning from this will be shared within the school and across St. 	<p>Mark</p> <p>Whole Staff</p> <p>Support Staff</p>	<p>Aug-June</p>	<ul style="list-style-type: none"> Baseline assessments will provide pupils with a standardised score. This will be used to identify school, class and group averages for comparisons and be used to measure value added and impact of interventions <p>— Initial baselines and tests of change identify the impact of each and forms basis of accountability discussion in attainment meetings</p> <ul style="list-style-type: none"> <u>85% of all children to be attaining at an age and stage appropriate level</u> Teachers Professional Judgements Holistic assessments SNSA Mental agility assessments Staff feedback on CLPL training <u>Teejay Mental Agility Diagnostic Assessment pre and post</u> Ensure all new staff in the school are trained in the use of these measures Each class will have a third year of baselined assessment to compare impact

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	John's, St. Ninian's, Sacred Heart and St. Patrick's. This will be an important tool particularly with blended learning and teaching approaches.			<ul style="list-style-type: none"> Curriculum wall used to moderate across the whole school for pupils and staff to see the progression within their learning Aim to raise attainment in P1 by 4 %, close the gap between P1 and P4 attainment by 2.5% and from P4 to P7 by 4% <table border="1" data-bbox="1169 515 1671 703"> <thead> <tr> <th colspan="4">NUMERACY - CFE – Attainment over time (%)</th> </tr> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> <td>100</td> <td>82</td> </tr> <tr> <td>2018/2019</td> <td>100</td> <td>100</td> <td>60</td> </tr> <tr> <td>2019/2020</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NUMERACY - CFE – Attainment over time (%)					P1	P4	P7	2017/18	100	100	82	2018/2019	100	100	60	2019/2020			
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<p>Almost <u>Almost all</u> All children in the school to show improvement in Literacy attainment.</p> <p><u>80% of all children to be attaining at an age and stage appropriate level</u></p> <p>Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Reading.</p>	<ul style="list-style-type: none"> Continue to embed Talk For Writing to deliver all Literacy within each classroom. Follow up TFW sessions to be arranged throughout the session. British Sign Language training delivered to all staff within the school to be used in line with Talk For Writing signposting. Three Read Approach to be delivered to targeted groups of children from support assistants. Attainment meetings with staff Authority level moderation of Literacy is the focus for this session. Baselines and Tests of change to be used throughout the session. School Assistant Training in Catch-Up Literacy. Track the progress of children within the P1 and P2 stages with the play based learning approach. Single homework focus on reading and reading activities to continue. 	<p>Mark</p> <p>Whole Staff</p> <p>Support Staff</p>	<p>Aug-June</p>	<ul style="list-style-type: none"> Baseline assessments will provide pupils with a standardised score. This will be used to identify school, class and group averages for comparisons and be used to measure value added and impact of interventions. Initial baselines and tests of change identify the impact of each and forms basis of accountability discussion in attainment meetings. <u>80% of all children to be attaining at an age and stage appropriate level</u> Ensure all new staff in the school is trained in the use of these measures. Each class will have a second year of baselined assessment to compare impact. Pre and post assessments for reading and spelling. 																				

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<p>Continue to increase pupil participation in Gaelic from Primary 1 and Primary 2.</p>	<ul style="list-style-type: none"> Gaelic programmes of study implemented into the Primary 1, 2 and 3 stages. Develop planning programme for Gaelic delivery throughout the school to show progression. 	<p>Dympna Melody</p>	<p>Oct-Feb</p>	<ul style="list-style-type: none"> Verbal Assessments Pupils will be able to answer questions in a complete sentence and set question. 																																																												

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Priority 2: Improvement in children and young people’s health and wellbeing
NIF: Improvement in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged children
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What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Covid-19 Recovery Priority Building Mental Health and resilience <u>in all children</u>	<ul style="list-style-type: none"> • Pupils will have access to nurture and one to one support from our wellbeing champions. • Signposting children and families to wider services. • Develop digital nurture groups with families. • Develop digital pupil voice groups. • Growth Mindset Champion to track and monitor impact of initiative and RAFA group priorities and lead CLPL across Sacred Heart and St Cuthbert’s Primary Schools. • Celebrate failures every week and with a focus week throughout the year rescheduled from previous session • Further develop better movers thinkers programme in school and digitally for families to engage with their children. 	Mark Ingram Jamie Moan Dympna Melody Raquel Harper- Titchener Marco Sisi Chris Crookston	Aug- June	<ul style="list-style-type: none"> • Pupil survey • Staff survey • Parent survey • Wellbeing Web • CEM/GL/National assessments. • Boxall profiles • SNSA Results • Baseline in August – December Boxall Profiles completed by Nurture teacher and by class teacher at the beginning of the year and at the end of year-Boxall results to be compared. 2 years of data available for comparative purposes. Strengths and difficulties questionnaire (SDQ) Self-esteem Questionnaire

<p>Mindfulness Matters</p>	<ul style="list-style-type: none"> • Mindfulness + Mental Health First Aid • Champion to track and monitor impact of initiative. • All staff trained as mental health first aiders • Lead CLPL in house and across cluster. • Anxiety focus group identified/drop in sessions for pupils made available as and when required. • Mental Health First Aid Training for identified staff and cascade to all staff. 	<p>Dympna Melody <i>liaising with</i> Linsey McKinney</p>	<p>Aug-June</p>	<ul style="list-style-type: none"> • Boxall profiles/Wellbeing Web and pupil survey. • Staff focus groups • Pupil focus groups 										
<p><u>Increase-Maintain</u> participation in residential trips for children in Deciles 1 and 2 or children in receipt of free school meals.</p>	<ul style="list-style-type: none"> • PEF money used to support children and families to access residential trips • Support families with other financial needs throughout the year • Continue to evaluate the reduction on costs of the school day • Continue to identify and use PEF money to support children and families to access residential trips • Work with Active Schools to see how we can support free access for some children to attend clubs in their local area out with school • All residential trips and activities will take place, if appropriate, following government guidelines. 	<p>Mark</p>	<p>May-June</p>	<ul style="list-style-type: none"> • Parental and pupil surveys/meetings • School residential • School trips • <u>Community activities data</u> • <table border="1" data-bbox="1256 820 1677 1038"> <thead> <tr> <th><u>Residential Participation for those in receipt of FME + in SIMD Quintile 1</u></th> <th><u>P7</u></th> </tr> </thead> <tbody> <tr> <td><u>2016/17</u></td> <td><u>80</u></td> </tr> <tr> <td><u>2017/18</u></td> <td><u>100</u></td> </tr> <tr> <td><u>2018/2019</u></td> <td><u>100</u></td> </tr> <tr> <td><u>2019/2020</u></td> <td><u>100</u></td> </tr> </tbody> </table> <p><u>*finances were sorted for all children to participate in the residential trips this session before cancellation due to Covid-19.</u></p>	<u>Residential Participation for those in receipt of FME + in SIMD Quintile 1</u>	<u>P7</u>	<u>2016/17</u>	<u>80</u>	<u>2017/18</u>	<u>100</u>	<u>2018/2019</u>	<u>100</u>	<u>2019/2020</u>	<u>100</u>
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Improved and sustained attendance of targeted pupils	<ul style="list-style-type: none"> Attendance monitored weekly by SLT using South Ayrshire management guidance on attendance. Use the request for assistance process to access supports for families who require outside agency support. 	Mark	Aug-June	<ul style="list-style-type: none"> Attendance data for school, authority and nationally <table border="1" data-bbox="1261 392 1673 512"> <thead> <tr> <th>Year</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>97.2 %</td> </tr> <tr> <td>2019/20</td> <td>93.3%</td> </tr> <tr> <td>2020/21</td> <td>97% - Target</td> </tr> </tbody> </table>	Year	Attendance	2018/19	97.2 %	2019/20	93.3%	2020/21	97% - Target
Year	Attendance											
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Whole school community understand SHANARRI and Wellbeing and how to identify record and request assistance when required.	<ul style="list-style-type: none"> Wellbeing wheel used to measure wellbeing of identified pupils. In-house and cluster CLPL with teachers, pupil support staff and school assistants to support the implementation of new staged intervention process. Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter. 	Mark	Aug-Jun	<ul style="list-style-type: none"> Wellbeing web Wellbeing Assessments Questionnaires 								
<p>Will commence when guidelines allow.</p> <p>Ensure equity for all learners and support families in breaking down the barriers that prevent</p>	<p>Will commence when guidelines allow.</p> <ul style="list-style-type: none"> Track Extra Curricula Activities from Active Schools and School 	Mark Whole Staff Active Schools Staff Chris Crookston	Aug-June	<p>Will commence when guidelines allow.</p> <ul style="list-style-type: none"> Track attendance at extra curricula activities for all children Track attendance to breakfast club and discuss with families 								

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<p>pupils participating in certain activities- FME, LAC and SIMD1-2 children will be specifically targeted. <u>Increase participation of all children in activities</u></p>	<ul style="list-style-type: none"> Funding Breakfast Club – target specific families to support and check in with those known to staff <p><u>Support families such as FME, SIMD a & 2, LAC to reduce barriers which may prevent their children taking part in activities</u></p>			
<p>Will commence when guidelines allow.</p> <p>Improve most children’s self – confidence, self-esteem and resilience</p>	<p>Will commence when guidelines allow.</p> <p>Centrestage: to will deliver 2 x 60-minute tailored activities for children each week for 30 weeks, 2019-20. This will comprise of 3 blocks of 10 weeks, culminating in a celebration event at the end of each block. All children will have an experience, with primary 1-3 and primary 4-7 in groups of approximately 20. The Centrestage team build relationships through an appreciative, accepting style using a mixed variety of engagement approaches. The workshops are highly engaging, participative and fun enabling children to learn through discovery, self-expression and group activities, comprising of dance, music and games. The outcomes will be measured in terms of a growth mindset approach to increase self-confidence and self-esteem. Centrestage will be responsive to the needs of the school. Several case studies will be developed for me by Centrestage evidencing children’s progress for my identified cohort. Where there is a need, children identified through PEF</p>	<p>Centrestage Staff</p> <p>Mark</p>		<p>Will commence when guidelines allow.</p> <ul style="list-style-type: none"> Wellbeing Webs Case studies produced by Centrestage Increased number of children representing the school and participation in all curricular areas Observation My Self As A Learner Self-Esteem Pre and Post Questionnaires Motivation for Learning Pre and Post Questionnaires

	may access this for 30 sessions instead of 10 or in smaller groups where a need is identified.			
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Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people
NIF: Closing the attainment gap between the most and least disadvantaged children
HGIOS 4 Qis: 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment
2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion
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Children will take greater responsibility for planning and managing their own learning. Development of leadership skills, presentation skills, communication skills,	<ul style="list-style-type: none"> Children must have some say over what they learn; additionally, the senses play a big role in the learning process. Children must be able to touch, move, listen, see and hear in order to fully process something. 	RRS – Dympna Melody STEM – All Staff	August – June	<ul style="list-style-type: none"> RRS – Gold Award Green Flag achieved Participate in Court for schools mock court case Participate in authority and cluster STEM events Pupil Questionnaire Staff survey

negotiation skills and confidence.

~~Pupils~~ Children developing ability to identify their own strengths, skills and areas for development

Children and staff use external partnerships to broaden and enhance learning.

- Children are encouraged to interact with other children and explore the world through material items and relationships.
- Children should be encouraged to always express themselves and be given infinite means and opportunities to do so.

Will commence when guidelines allow.

- Weekly Elective Activities – as part of 2nd year in our behaviour management strategy, 8 elective activities will be offered on a rotational basis that will be linked to developing skills for the world of work
- Reflection room created for 1-to-1 discussions with pupils that have not achieved full elective time – Pupil Support Room
- Pupil Voice Groups – Eco, RRS/DFS, STEM, Pupil Council
- RRS – Group to deliver RRS focussed assembly every month and next accreditation – Achieve Silver
- Eco Group to organise and deliver activities throughout the year as appropriate and achieve a Green Flag
- Develop links with local primary schools and businesses
- Founders 4 Schools – 1 Business leader in per term for whole school and focussed group work.
- Develop links with local/National business that contributes/enhances the quality of lessons delivered within the school for all children
- Build long lasting relationships with the business community

Eco Schools – Jamie Moan

Pupil Council – Mark

Electives – Whole Staff + Parents

DFS – Whole Staff

DYW Mapping – Chris Crookston

Reflection Room – SLT

- Parent survey
- Development of key transferable skills for employment
- Evidence for Wider Achievement Awards, personal statements
- Making connections between classroom learning and the wider world of work whilst starting to develop carer management skills
- Participation in 'I can activities' ignites informed discussion on careers from an early age in school and at home
- Developing computing skills through using the digital tools

	<ul style="list-style-type: none"> DYW – Scotland’s Enterprising Schools Website. Map the DYW Career education standards with CFE outcomes. Use of: <ul style="list-style-type: none"> http://enterprisingschools.scot https://www.myworldofwork.co.uk 			
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Priority 4: *Honouring Jesus Christ as the way, the Truth and the Life* using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work.

NIF: **Improvement in attainment, particularly in literacy and numeracy**

Closing the attainment gap between the most and least disadvantaged children

HGIOS 4 Qis: **1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum
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What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
4.1 To promote Life and dignity of the human person	<ul style="list-style-type: none"> God’s loving plan to be delivered to all classes from P1-7 Restorative Practice 	Mark (Sacred Heart/St. Cuthbert’s)	Aug-June	Through questionnaires all staff, visitors and members of the school community can clearly see that our anti bullying practice is based on the faith life of the school. Parents and Pupils feel that bullying is dealt with well.

		Louise (St John's) Jackie(St Ninian's) Lynsey (St Patrick's)		<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Parent survey</th> <th colspan="3">Pupil Survey</th> </tr> <tr> <th>May 18</th> <th>May 19</th> <th>Target</th> <th>May 18</th> <th>May 19</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td><u>Target 210</u></td> <td></td> <td></td> <td><u>Target 210</u></td> </tr> <tr> <td>The school deals well with bullying</td> <td>89%</td> <td><u>8044%</u> agree <u>2059%</u> N/A</td> <td>100% again</td> <td>95%</td> <td><u>10073%</u> agree <u>24%</u> N/A</td> <td>100% again</td> </tr> <tr> <td>Other pupils treat me fairly and with respect</td> <td></td> <td></td> <td></td> <td>92%</td> <td><u>958%</u></td> <td>100%</td> </tr> <tr> <td>I feel that my child is safe in school</td> <td><u>10094%</u></td> <td>100%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Parent survey			Pupil Survey			May 18	May 19	Target	May 18	May 19	Target				<u>Target 210</u>			<u>Target 210</u>	The school deals well with bullying	89%	<u>8044%</u> agree <u>2059%</u> N/A	100% again	95%	<u>10073%</u> agree <u>24%</u> N/A	100% again	Other pupils treat me fairly and with respect				92%	<u>958%</u>	100%	I feel that my child is safe in school	<u>10094%</u>	100%	100%			
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4.2 An increased call to family, community and participation	<ul style="list-style-type: none"> Parent council events throughout the year such as Christmas Fair etc. Parent and child workshops Pope Francis Faith Award Cluster Carols by Candlelight – COP 2020 House Captain Elections 	M.I (St. Cuthbert's) M.I.(Sacred Heart) R.P (St John's) L.M (St. Patrick's), J.McP (St. Ninian's)	Aug-June	<p>Increased attendance at parent workshops. Increased number of children achieving Pope Francis Faith Award.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Pope Francis</th> <th colspan="3">Attendance at Cluster event</th> </tr> <tr> <th>May 18</th> <th>May 19</th> <th>June 20</th> <th>Target</th> <th>May 18</th> <th>May 19</th> <th>May 20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td><u>June 20</u></td> <td><u>Target 21</u> <u>May 20</u> <u>Target 21</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% of pupils achieved</td> <td>55%</td> <td>100%</td> <td><u>100%</u></td> <td>100%</td> <td><u>10030%</u></td> <td><u>8065%</u></td> <td><u>100%70%</u></td> </tr> </tbody> </table>		Pope Francis				Attendance at Cluster event			May 18	May 19	June 20	Target	May 18	May 19	May 20				<u>June 20</u>	<u>Target 21</u> <u>May 20</u> <u>Target 21</u>				% of pupils achieved	55%	100%	<u>100%</u>	100%	<u>10030%</u>	<u>8065%</u>	<u>100%70%</u>										
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4.3 Children will have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools.	<ul style="list-style-type: none"> COP – further information to follow Education Scotland 'Recognising and realising children's Rights Pupil groups Playground buddies Missio work P1-6 	J.W (St. John's) N.McN (St Ninian's) L.M.+ A.M (St. Patrick's) M.I. (St Cuthbert's + Sacred Heart)	Aug-December	<p>COP 2020 evaluation</p> <p>P7 /S1 links established through SCIAF joint working. Children feel supported through Playtimes and lunchtimes by peers or buddies.</p>																																									
4.4 Children understand the dignity of work and the rights of workers	<ul style="list-style-type: none"> Parent workshops Industry visits Vocations week Catholic Education Week 	R.L. (St. Ninian's) Ml, Sacred Heart + St. Cuthbert's)	Aug-June	<p>Workshops are well attended Children have a greater awareness of 'Religious' and teaching as Vocations Children and parents have a greater understanding of the links between aptitudes and interests within the primary curriculum and subject choices leading to future careers.</p>																																									

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	<ul style="list-style-type: none"> • Rights Respecting School • DYW 	J.W (St. John's) T.McF (St. Patrick's)		
4.5 Option for the poor and vulnerable	<ul style="list-style-type: none"> • Breakfast club • Uniform bank • 'Donations' for school trips • Saint Vincent De Paul • Missio • God's Loving plan • PEF 	R.P (St. John's) with N.McN (St. Ninian's), L.M. (St. Patrick's) and MI(Sacred Heart + St. Cuthbert's)	Aug - June	Greater knowledge of families coming in to school in P1 and any barriers to their achievement. Daily breakfast club improving learner readiness and late coming Feedback from parents that families who require financial support given timely support or advice.
4.6 Solidarity	<ul style="list-style-type: none"> • R.E. Lessons • SCIAF and Missio • Pupil Groups • Assemblies • Aid to the Church in Need • Laudato Si' 	R.P/JW/TR (St. John's) with J.McPeak (St. Ninian's), L.M. (St. Patrick's) and MI(Sacred Heart + St. Cuthbert's)	Aug - June	Increased involvement with Aid to the Church in Need both within school and within their own time. Reflected in the Pope Francis Faith Award.
4.7 Care for God's creation Laudato Si' pledge	<ul style="list-style-type: none"> • Further information from SCES when resources and advice are published. 	R.P/JW/TR (St. John's) with E.D (St. Ninian's), L.M. (St. Patrick's) and MI(Sacred Heart + St. Cuthbert's)	Aug-June	Enrol for Laudato Si Schools