



**St. John's Primary School**

**IMPROVEMENT PLAN: 2019-2020**

**GREEN – PEF**  
**BLUE - CLUSTER**

## VISION

- At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be.
- 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.
- We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.
- We pride ourselves on our achievements and continually strive to improve our high levels of attainment.
- We work closely with our Parent Council who meet regularly throughout the year and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.
- Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

## VALUES

- As a Catholic school our Christian Faith permeates all aspects of our school life. Therefore as a school, we ensure pupils are Faith Filled, promoting Honesty, Respect and Responsibility.
- As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others.
- We value the contribution and support of our parents and local community.
- We encourage the active involvement of parents in their child's education and learning.

## AIMS

### **In St. John's we aim to:**

- \* be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.
- \* enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.
- \* empower children to become confident individuals, which will be shown, in the way they relate to others, in being truthful and in the way they manage themselves.
- \* develop pupils in becoming responsible, respectful citizens, citizens who are proud of their own and others heritage.
- \* become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.
- \* create a positive school ethos where learning is exciting and stimulating, where all are encouraged to "Aim High"

## South Ayrshire Council Plan

- Effective Leadership that promotes fairness
- Reduce poverty and disadvantage
- Health and care systems that meet people's needs
- Make the most of the local economy
- Increase the profile and reputation of South Ayrshire and the council
- Enhanced environment through social, cultural and economic activities

## Children's Services Plan

- 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.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- 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.
- Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

## Educational Services Plan and National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- The proportion of young people and adults with relevant qualifications is increased.

## National Improvement Framework-Drivers

- School Leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

**Priority 1: Improvement in attainment, particularly in numeracy and literacy**

**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)																								
1.1 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in maths/numeracy.	<ul style="list-style-type: none"> <li>Learners' needs are identified through assessment information (ongoing and periodic assessments)</li> <li>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</li> <li>Working group evaluation to look at the impact of number talks on quick, mental calculations in response to the length of time children took to undertake the SNSA assessments</li> <li>School response to the South Ayrshire new reporting strategy will provide further opportunities to engage with children and parents around setting targets</li> <li>❖ Improve pedagogy in the teaching of maths to raise attainment of all children through cpl for all staff and applying knowledge gained. (5 sessions and follow up work)</li> <li>❖ The Concrete – Pictorial – Abstract Approach- Wednesday 11 September 2019</li> <li>❖ An Introduction to Bar Modelling - Wednesday 2 October 2019</li> </ul>	LG	August to December 2019	<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">CFE Levels</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Maths/Numeracy</th> </tr> <tr> <th colspan="2"></th> <th>May 18</th> <th>Target May 20</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>94</td> <td>74</td> <td>85%</td> </tr> <tr> <td>P4</td> <td>89</td> <td>85</td> <td>85%</td> </tr> <tr> <td>P7</td> <td>88</td> <td>84</td> <td>85%</td> </tr> </tbody> </table> <p>Identified PEF cohort 'Catch up Numeracy' progress</p>			CFE Levels				Maths/Numeracy				May 18	Target May 20	P1	94	74	85%	P4	89	85	85%	P7	88	84	85%
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- ❖ Mathematical Talk and Questioning - Wednesday 23 October 2019
- ❖ Reasoning and Problem Solving - Wednesday 13 November 2019
- ❖ Planning for Depth - Wednesday 4 December 2019

All staff are undertaking 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. John’s, St. Ninian’s and St. Patrick’s to ensure learning that demonstrates impact is shared across the schools. Staff meeting times have been given significant hours to ensure a thorough ‘Test of change’

Maintenance

- Targeted interventions such as 5 minute numeracy box, Catch-Up Numeracy and group Number Talks implemented to increase the children’s skills in numeracy
- Collaborative approaches to planning and holistic assessments
- Data literate professionals – Staff are able to discuss their analysis of the data and identify next steps for individuals
- Taxis will be provided for identified families to improve attendance, timekeeping and provide access to breakfast club and afterschool activities
- EAL children and families to be supported through the greater use of translation services and EAL parent forums within the school
- Parent and child workshops and homework clubs run throughout the school day and after school
- Weekly homework tasks at all stages linked to numeracy and maths
- Parent and child ‘Read Write Count’ sessions in school during access hour
- Twitter account to share the learning with parents and the wider community

LG + GS

J.McC

Children’s questionnaires at the start of the year and end of the year - questions within the evaluation to focus on children and parents views of the impact of appropriate interventions on their learning

Classroom and peer observations and feedbacks linked to the teaching of maths

Pupil consultation linked to teaching of maths

Maintenance

Attendance tracker of individual families. Use of the wellbeing web for individuals to track the impact of breakfast club and taxi

	Parental questionnaire	
	May '18 80 responses	May '19 17 responses
Agree/Strongly agree		
I receive helpful information about how my child is doing.	92%	94%
The information I receive about how my child is doing reaches me at the right time.	86%	94%
I understand how my child is assessed.	89%	76%
The school gives me advice on how to support my child's learning at home.	84%	76%
The school organises activities where my child and I can learn together.	89%	82%

<p>1.2 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Writing.</p>	<ul style="list-style-type: none"> <li>Working party to look at what SNSA are assessing in Grammar and Punctuation and how it links with our current pathways and programmes of study.</li> <li>St John's, St. Ninian's and St. Pat's to look at creating holistic assessments based on the writing 'missions'</li> <li>Lego therapy for children with ASN.</li> <li>Music therapy linked to creative writing for children with ASN.</li> <li>All staff are undertaking 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. John's, St. Ninian's and St. Patrick's to ensure learning that demonstrates impact is shared across the schools.</li> </ul>	<p>R.P</p> <p>M.A</p> <p>W-A.W</p>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">CFE Levels</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>May 18</th> <th>May 19</th> <th>Target May 20</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>87</td> <td>78</td> <td>85</td> </tr> <tr> <td>P4</td> <td>82</td> <td>83</td> <td>85</td> </tr> <tr> <td>P7</td> <td>93</td> <td>84</td> <td>85</td> </tr> </tbody> </table>			CFE Levels				Writing			May 18	May 19	Target May 20	P1	87	78	85	P4	82	83	85	P7	93	84	85						
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<p>1.3 Pupil Voice will impact positively on school improvement planning</p>	<ul style="list-style-type: none"> <li>Pupil groups linked to DSYW skill development and evaluated using theme 5 Our Successes and Achievements (HGOurS)</li> <li>Pupil groups will create an action plan with clear links to talking and listening skills supported by theme 2 Our Learning and Teaching (HGOurS)</li> <li>Pupils will have responsibility for a budget linked to addressing actions</li> <li>Pupils in p5-7 will create and update a wider achievement profile demonstrating skills developed and not activities undertaken</li> <li>Cluster working with pupil groups sharing good practice linked to HGIOurS themes 2 Our learning and Teaching and theme 5 Our Successes and Achievements</li> </ul>	<p>J.W</p>	<p>90% of children surveyed can discuss how their pupil group has had a positive impact on the school.</p> <p>85% of all children will develop appropriate skills whereby they can express opinions, reflect on experiences and influence the decision making process.(talking and listening skill framework)</p> <p>80% of identified PEF cohort develop skills of reflective thought empowering pupils</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">Pupil questionnaire</th> </tr> <tr> <th colspan="2"></th> <th>Agree + Strongly agree</th> <th>S.Agree</th> <th>S.Agree</th> <th>S. Agree Target</th> </tr> <tr> <th colspan="2">Agree/Strongly agree</th> <th>May 18</th> <th>May 18</th> <th>May 19</th> <th>May 20</th> </tr> </thead> <tbody> <tr> <td colspan="2">My school listens to our views and takes them in to account.</td> <td>99%</td> <td>59%</td> <td>SA-65% A + SA-99%</td> <td>70</td> </tr> <tr> <td colspan="2">I feel comfortable approaching staff with questions or suggestions.</td> <td>96%</td> <td>46%</td> <td>SA-61% A + SA-100%</td> <td>70</td> </tr> </tbody> </table>			Pupil questionnaire						Agree + Strongly agree	S.Agree	S.Agree	S. Agree Target	Agree/Strongly agree		May 18	May 18	May 19	May 20	My school listens to our views and takes them in to account.		99%	59%	SA-65% A + SA-99%	70	I feel comfortable approaching staff with questions or suggestions.		96%	46%	SA-61% A + SA-100%	70
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To empathise with others, to appreciate different points of view and to solve problems. (Boxalls)

1.4 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Reading.

Almost half of our school assistants will be new we will be ensuring all School Assistants and our new Pupil Support Teacher are trained in a variety of resources such as Active Literacy resources, STEP, 5 minute box and Readingwise.

- Support staff trained on Active Literacy
- Sharing good practice across the school
- Data literate professionals – phonic checklist, on-going assessments
- Daily 30 minute sessions of Readingwise.
- School assistant training.
- School assistants timetabled and timetables evaluated each term to ensure impact
- Cluster support teacher to have overview and track pupil progress.
- Parent and child workshops and homework clubs run throughout the school day and after school linked to First Ministers Reading Challenge.

Identified School Assistants

Cluster Support Teacher

J.McC + L.G

Schonell Reading Assessments (for targeted *pupils)		
	Sept 19	May 20
P2		
P3		
P4		
P5		
P6		
P7		

Catch up Literacy (for targeted* pupils)		
	September 19	May 20
P4		
P5		
P6		
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<p>1.5 Children have increased ownership of assessments that demonstrate breadth, challenge and application across the 4 contexts for learning</p>	<p>Holistic Assessments/Moderation in Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>Attainment meetings with staff with a focus on what children need to do to close the gap.</li> <li>Continue to develop a holistic approach to planning learning, teaching and assessment that provides opportunities for application of skills.</li> <li>Children involved in creating assessments.</li> <li>CLPL opportunities for all staff</li> <li>Continue to develop the cluster approach to moderation and how we can support any gaps that we have identified at class, school or cluster level.</li> <li>Increase opportunities for learners to be actively involved in agreeing success criteria.</li> <li>Review and improve bundling of E's and O's/CfE Benchmarks.</li> <li>2<sup>nd</sup> level primary and 3<sup>rd</sup> level QMA staff to assess and moderate pupil work in literacy and numeracy to ensure appropriate pace and progression from P7 to S1</li> </ul>	L.G/ R.P		<table border="1"> <tr> <td>Feedback from authority moderation event.</td> <td colspan="2"></td> </tr> <tr> <td></td> <td>May '18</td> <td>Target May '19</td> </tr> <tr> <td>Pupil voice is clear within assessments</td> <td>No</td> <td>Full</td> </tr> <tr> <td>Teacher assessments are clear within assessments</td> <td>Partial</td> <td>Full</td> </tr> <tr> <td>Next steps are clear within the assessments</td> <td>Partial</td> <td>Full</td> </tr> </table> <p>Staff questionnaires and focus groups at the start of the year and end of the year to measure Staff views on their understanding.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Pupil questionnaire</th> </tr> <tr> <th>Agree + Strongly agree</th> <th>S.Agree</th> <th>S.Agree</th> <th>S. Agree Target</th> </tr> </thead> <tbody> <tr> <td><b>Agree/Strongly agree</b></td> <td>May 18</td> <td>May 18</td> <td>May 19</td> <td>May 20</td> </tr> <tr> <td>My school listens to our views and takes them in to account.</td> <td>99%</td> <td>59%</td> <td>SA-65% A + SA -99%</td> <td>70</td> </tr> <tr> <td>I feel comfortable approaching staff with questions or suggestions.</td> <td>96%</td> <td>46%</td> <td>SA-61% A + SA -100%</td> <td>70</td> </tr> <tr> <td>My school is helping me to become more confident.</td> <td>98%</td> <td>61%</td> <td>SA-81% A + SA -100%</td> <td>85</td> </tr> </tbody> </table>	Feedback from authority moderation event.				May '18	Target May '19	Pupil voice is clear within assessments	No	Full	Teacher assessments are clear within assessments	Partial	Full	Next steps are clear within the assessments	Partial	Full		Pupil questionnaire				Agree + Strongly agree	S.Agree	S.Agree	S. Agree Target	<b>Agree/Strongly agree</b>	May 18	May 18	May 19	May 20	My school listens to our views and takes them in to account.	99%	59%	SA-65% A + SA -99%	70	I feel comfortable approaching staff with questions or suggestions.	96%	46%	SA-61% A + SA -100%	70	My school is helping me to become more confident.	98%	61%	SA-81% A + SA -100%	85
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<p>1.6 Nursery tracking used to ensure more academic progression through enhanced transition for children moving from nursery to primary 1.</p>	<ul style="list-style-type: none"> <li>Early level nursery and P1 teachers to have opportunities to assess and moderate pupils learning</li> </ul>																																															



**Priority 2: Improvement in children and young people's health and wellbeing**

<p><b>NIF</b> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing</p>	<p><b>HGIOS 4 QIs</b> 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</p>
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<p>2.1 To ensure positive outcomes for pupils new ASN guidance will be implemented successfully across the school</p>	<ul style="list-style-type: none"> <li>Greater scrutiny around the tracking of progress through interventions and CfE levels linked to pupil progress files</li> <li>Use of new in-house request for assistance process to request support and then evaluate impact of intervention</li> <li>Splitting Pupil Support role across DHTs to support workload and to allow greater support to families</li> <li>Create a number of parental leaflets highlighting supports that are available for both children and families and greater access for parents to request a support (parental request for assistance)</li> <li>New reporting strategy implemented – see reporting strategy summary document</li> </ul>	<p>J.McC + L.G</p>	<p>August – January</p>	<p>Wellbeing web Wellbeing Assessments Pupil, staff and Parent questionnaires</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Agree/Strongly agree</th> <th style="width: 15%;">May '19</th> <th style="width: 15%;">Target May '20</th> </tr> </thead> <tbody> <tr> <td>I receive helpful information about how my child is doing.</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>The information I receive about how my child is doing reaches me at the right time.</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>I understand how my child is assessed.</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>The school gives me advice on how to support my child's learning at home.</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>The school organises activities where my child and I can learn together.</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>	Agree/Strongly agree	May '19	Target May '20	I receive helpful information about how my child is doing.	94%	95%	The information I receive about how my child is doing reaches me at the right time.	94%	95%	I understand how my child is assessed.	76%	85%	The school gives me advice on how to support my child's learning at home.	76%	85%	The school organises activities where my child and I can learn together.	82%	90%
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<p>2.2 Building Mental Health and resilience</p>	<ul style="list-style-type: none"><li>• Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter linked to theme 4 Our Health and Wellbeing</li><li>• Increase and enhance the family nurture provision</li><li>• Increase and enhance the family after school supports such as the Lego and music groups</li><li>• Train staff on the use of 'sketch note' to articulate a learners journey</li></ul>			
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Parent survey  
Wellbeing Web  
SNSA and GL assessments.  
Think sheets tracker.  
Boxall of identified cohorts

Pupil Questionnaires	May 18	May 19	Target May 20
I understand self-help/coping strategies which will help decrease barriers to my learning	60%	80%	88%
I am more confident in managing my emotions to help improve my independence and co-operative learning skills.	65%	80%	85%
Staff questionnaires	May 18	May 19	Target
I am confident in in; helping in a crisis such as a panic attack or suicidal thoughts and feelings	45%	70%	75%
I know about relevant information and agencies that can support families in crisis	45%	70%	85%

C.S  
J.M  
J.McC/L.McM  
/R.T

Aug-June  
Aug-June  
Aug-June

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.

Strengths and difficulties questionnaire (SDQ)

Self-esteem Questionnaire

Recording of CfE /SNSA/attendance/SI/FSM

Planning sheet-daily and weekly evaluations-targets to be linked with class teacher targets.

Use of HWB Indicators-SHANARRI

Evaluation of Staged Intervention Targets

				Parental meetings/TAC meetings Pupil Views Recorded																
2.3. Improved and sustained attendance of PEF cohort	<ul style="list-style-type: none"> <li>• Train all SLT and office staff on the new attendance format</li> <li>• Attendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendance</li> <li>• Use the request for assistance process to access supports for families who require outside agency support</li> <li>• Attendance to be discussed at the termly tracking meetings</li> </ul>	L.G		Attendance data for school, authority and nationally <table border="1"> <thead> <tr> <th>Year</th> <th>Attendance</th> <th>Authorised</th> <th>Unauthorised</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>93.58%</td> <td>4.76</td> <td>1.66</td> </tr> <tr> <td>2019</td> <td>93.4%</td> <td></td> <td></td> </tr> <tr> <td>2020</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Attendance	Authorised	Unauthorised	2018	93.58%	4.76	1.66	2019	93.4%			2020			
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<p>2.4 Increase the number of children participating in competitive sport opportunities</p>	<ul style="list-style-type: none"> <li>• Build capacity within parents to run and support after school clubs and initiatives.</li> <li>• Assist the CSS Officer to promote the support opportunities to take part in competitive sport opportunities</li> <li>• Continue to assist with the preparation of reports relating to active schools, compile and maintain appropriate statistical information, registers and records</li> <li>• Develop a programme of activities for children to participate in during break and lunch</li> <li>• Work with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sport</li> </ul>	<p>R.P + Active Schools assistant R.P</p>	<p>Aug - June</p>	<p>FitQuest reports</p> <p>Wellbeing assessments</p> <p>Staged Intervention evaluations</p> <p>Pupil and parents feedback</p> <p>School trip + community activities data</p> <table border="1" data-bbox="1570 780 2145 940"> <thead> <tr> <th>SIMD 1 and 2</th> <th>June 18</th> <th>June19</th> <th>June 20</th> </tr> </thead> <tbody> <tr> <td>P7 Residential Trip</td> <td>47%</td> <td></td> <td></td> </tr> <tr> <td>P6 3 day ski trip</td> <td>90%</td> <td></td> <td></td> </tr> </tbody> </table>	SIMD 1 and 2	June 18	June19	June 20	P7 Residential Trip	47%			P6 3 day ski trip	90%		
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P7 Residential Trip	47%															
P6 3 day ski trip	90%															
<p>2.5 Increase 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"> <li>• Continue to identify and use PEF money to support children and families to access residential trips</li> <li>• 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</li> </ul>															

**Priority 3: Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

<p><b>NIF</b> <b>NIF</b> Improvement in employability skills and sustained, positive destinations</p>	<p><b>HGIOS 4 QIs</b>                      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</p>
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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)
<p>3.1 Children will develop skills for learning, life and work as an integral part of their education and are clear about how all their achievements relate to these.</p> <p>3.2 Children in primary 5-7 will have opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.</p>	<ul style="list-style-type: none"> <li>• Continue to develop and enhance the Electives/DYW programme offered in school</li> <li>• Map the DYW Career education standards with CFE outcomes for electives</li> <li>• Raise the profile of STEAM initiatives within the school</li> <li>• Creative progressive STEAM opportunities throughout the School. Encourage parents to support and enhance this provision</li> <li>• STEAM/DYW showcase event in February</li> </ul>	<p>J.W + T.Ross</p>	<p>August - June</p>	<ul style="list-style-type: none"> <li>• During focus groups children can identify key transferable skills for employment</li> <li>• The Wider Achievement tracking document at stage and school level - Awards, personal statements/achievements</li> <li>• Increased confidence in computing skills through using the digital tools, tracked using the authority technologies planners and assessments and feedback on improvements from QMA</li> <li>❖ Children will be able to confidently articulate what skills they are learning for life and work</li> </ul>

**Priority 4: Serving the Common Good 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.**

<p><b>NIF</b>                  Improvement in attainment, particularly in literacy and numeracy.                  Closing the attainment gap between the most and least disadvantaged children                  Improvement in children and young people’s health and wellbeing                  Improvement in employability skills and sustained, positive destinations</p>	<p><b>HGIOS 4 QIs</b>                  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</p>
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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"> <li>Working party to develop a cluster Rights Respecting Policy including anti -bullying and behaviour and Rights Respecting</li> <li>God’s loving plan to be delivered to all classes from P1-7</li> <li>Peer Mentoring</li> <li>Restorative Practice</li> </ul>	<p><b>Joanne (St John’s)</b>                      Jackie(St Ninian’s)                      Kerry( St Pat’s)</p>	Aug-June	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 20</th> <th>May 18</th> <th>May 19</th> <th>Target 20</th> </tr> </thead> <tbody> <tr> <td>The school deals well with bullying</td> <td>89%</td> <td>41% agree 59% N/A</td> <td>100% again</td> <td>95%</td> <td>73% agree 24% 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>98%</td> <td>100%</td> </tr> <tr> <td>I feel that my child is safe in school</td> <td>94%</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 20	May 18	May 19	Target 20	The school deals well with bullying	89%	41% agree 59% N/A	100% again	95%	73% agree 24% N/A	100% again	Other pupils treat me fairly and with respect				92%	98%	100%	I feel that my child is safe in school	94%	100%	100%			
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4.2 An increased call to family, community and participation	<ul style="list-style-type: none"> <li>Parent council events throughout the year such as Christmas Fair etc.</li> <li>Parent and child workshops</li> <li>Pope Francis Faith Award</li> <li>Cluster Carols by Candlelight</li> <li>House Captain Elections</li> </ul>	<p>L.M(ST. Pat’s),                      M.I (St. Cuthbert’s)                      L.McK(Sacred Heart)</p>	Aug-June	<p>Increased attendance at parent workshops.                      Increased number of children achieving Pope Francis Faith Award.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Pope Francis</th> <th>Attendance at Cluster event</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Pope Francis	Attendance at Cluster event																															
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					May 18	May 19	Target 20	May 18	May 19	Target 20
				% of pupils achieved	55%	100%	100%	30%	65%	70%
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"> <li>Education Scotland 'Recognising and realising children's Rights</li> <li>Pupil Council</li> <li>Eco Group</li> <li>Playground buddies</li> <li>Missio work P1-6</li> <li>P7 SCIAF</li> </ul>	J.W S.S(St Ninian's)		Children have increased confidence in articulating their rights. Eco group attain Green Flag P7 /S1 links established through SCIAF joint working. Children feel supported through Playtimes and lunchtimes by peers or buddies.						
4.4 Children understand the dignity of work and the rights of workers	<ul style="list-style-type: none"> <li>Parent workshops</li> <li>P7 go to work days</li> <li>Industry visits</li> <li>Vocations week</li> <li>Catholic Education Week</li> <li>Rights Respecting School</li> <li>DSYW</li> <li>Transition World of Work at QMA for pupils and Parents</li> </ul>	J.McP (St. Ninian's, R. McC, Sacred Heart, R.P St. John's)	Aug-June	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.						
4.5 Option for the poor and vulnerable	<ul style="list-style-type: none"> <li>Breakfast club</li> <li>Uniform bank</li> <li>'Donations' for school trips</li> <li>Saint Vincent De Paul</li> <li>Missio</li> <li>God's Loving plan</li> <li>PEF</li> </ul>	T.R St. J with N. McN St.N, A. McG St. P and A.C, Sacred heart.	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"> <li>R.E. Lessons</li> <li>SCIAF and Missio</li> <li>Pupil Groups</li> <li>Assemblies</li> <li>Aid to the Church in Need</li> </ul>	H.B + C.S St. J, K.G St. Pat'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	<ul style="list-style-type: none"> <li>School Garden project</li> <li>Eco School</li> <li>Pupil Groups</li> </ul>	K.H St. J	Aug-June	Achievement of Bronze Award						

## Appendix 1

### Budget



Priority	Staffing costs	Resources/ other	Total
<b>1. To improve attainment, particularly in literacy and numeracy;</b>	EAL Translation services DHT 1 Salary + 0.1 Professional enquiry – resources for teachers, professional reading and courses to attend.  Maths CLPL for all staff from Whiterose maths	Number Talk resources Laptops for pupil Interventions Taxis for Identified families Parent + Child workshops I-Pads/laptops for profiling	£112,000 PEF funding
<b>2. Improvement in children and young people's health and wellbeing</b>	management time Ayrshire College Family Learning Active Schools Assistant Salary Music specialist	Boxall Profiles Residential Trips Afterschool clubs Nurture	
<b>3. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b>	Acting PT post	Laptops/lpads DYW STEM resources	
<b>4. Serving the Common Good</b>		Retreats Diocesan events Transport	