



## Standards and Quality Report for St. John's Primary August 2023

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## Introduction

At St. John's, we value partnership working, and we work very closely with a number of agencies. Through these partnership links we can fully support and challenge each child. We strive 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. Staff across the school take on leadership roles that have a positive impact on attainment and achievement.

## 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.

As a Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. We learn about our rights by putting them into practice every day.

## Aims

In St. John's Primary 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 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.

## Context of the school

St. John's Primary is an open-plan school which serves the parishes of St. Margaret's, St. Paul's and St. Ann's. As the sole denominational school within Ayr, its catchment area is widespread covering Coylton, Mossblown, Annbank, Alloway, Doonfoot, Tarbolton and the town of Ayr. The upper and infant areas have both undergone a refresh in July 2018 and July 2019. The school is on a single level allowing easy access for all of its users.

The current roll (June 23) is 254. Staffing for this session is 14 FTE including the Head teacher, DHT, Principal Teacher and a further 2 Acting PTs paid for through Pupil Equity Fund money. The FME is 79 children (31%) There are 104 children who receive the clothing grant which is 41%. Children attend St. John's from all 10 SIMD in South Ayrshire however, 142 children (56%) live in SIMD 1 or 2. We have 117 children (46%) who have Staged Intervention in school to support progress. There is a consistent bi-lingual community with just over 7.5% (19) bi-lingual children with a high proportion of Polish speaking families. We are part of the Queen Margaret Academy Cluster with Sacred Heart in Girvan, St. Cuthbert's in Maybole, St. Ninian's in Prestwick and St. Patrick's in Troon.

## Achievements

We are a Gold Rights Respecting School and we were re accredited in Dec 2020. We have achieved the Gold Award from Sport Scotland. We have won the Local Authority heat of the Euro Quiz 4 years in a row! We came 4<sup>th</sup> at the National Final in June 2021. We represented South Ayrshire at the final in June 2022 at the Scottish Parliament and again in June 2023 at Edinburgh University. 100% of our primary 7 children have achieved the Pope Francis faith Award. Our prim

## HMIE Inspection June 2018

Quality Indicator	Description	Grade
1.1	Self-Evaluation for Self-Improvement	Very Good
3.2	Raising Attainment and Achievement	Very Good

## Curriculum for Excellence levels

### Reading

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2017-18	97%	85 %	86 %
2018-19	78 % (26 children)	83 %	84 %
2019-2020	83 %	92 %	85 %
2020-2021	86 %	87 %	84 %
2021 - 2022	87 %	75% (26 children)	84%
2022 - 2023	73 %	80 %	86%

### Maths

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2017-18	94 %	89 %	86 %
2018-19	74 % (26 children)	85 %	84 %
2019-2020	83 %	87 %	85 %
2020-2021	93 %	86 %	84 %
2021-2022	87 %	75 % (26 children)	84 %
2022 - 2023	79 %	80 %	84 %

## PEF Funding

Our main initiatives supported by PEF money have been;

- Part time Music specialist – class work and Music therapy with individuals or small groups.
- Part time PE teacher
- Early Years Practitioners to support play-based learning approaches
- Acting PT post to support transition within 2<sup>nd</sup> level and Pupil Voice groups.
- Acting PT post to look at Attendance and wellbeing
- School Assistant hours to support class-based interventions.
- Assessment resources.
- Funding to cover transport.

## What key outcomes have we achieved?

<b>School Priority 1: To raise attainment in Numeracy and Literacy.</b>	
<b>NIF</b> Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children	<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
<ul style="list-style-type: none"> <li>• A greater variety of concrete materials have also been explored within the classroom</li> <li>• Significant support for all staff from the numeracy development officer to continue to upskill staff in the use of Concrete, Pictorial and abstract (CPA)</li> <li>• Parent sessions to support their understanding of this new approach to teaching numeracy skills.</li> <li>• Questionnaires completed by teachers highlighted that children are naturally drawn to using them to solve problems in numeracy activities and are more likely to attempt all numeracy activities.</li> <li>• Cluster planning around learning and teaching and trio observations in other schools has developed the knowledge and understanding of staff in the use of CPA.</li> <li>• Use of additional resources and activities for children through MyOn and Accelerated Reader has ensured children are continuing to make good progress. STAR assessments continue to indicate an increase in attainment in reading.</li> <li>• Questionnaires about MyOn indicate an increase across primary 4- 7 in motivation towards reading.</li> <li>• Training for staff on the use of assistive technologies is supporting children to have greater access to literacy activities and is starting to show signs of increasing attainment in children with additional support needs.</li> </ul>	

  

<b>School Priority 2: Improvement in children and young people's health and wellbeing.</b>	
<b>NIF</b> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	<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
<ul style="list-style-type: none"> <li>• Nurture teacher supported all class teachers to continue to develop the nurturing school. Strategies were provided for teachers to support children with additional support needs for example the use of visual timetables and now and next.</li> <li>• Worked within departments to look at consistency of approaches and language for children who were dysregulated or distressed.</li> <li>• Continuation of nurture groups to support children's attainment and achievements.</li> <li>• Seasons for Growth continued for children who have suffered a loss.</li> <li>• Significant increase in attendance monitoring - Acting PT tracks the impact of non-attendance. Letters and phone calls to parents to identify barriers and offer support. TAC meetings with an attendance focus. Clear policy now in place.</li> <li>• Pastoral tracker in place to monitor patterns and trends</li> <li>• Twilight sessions for staff were provided to support their wellbeing.</li> <li>• Sessions offered to parents although the uptake of these was very small so will consider how to reach a larger audience next session.</li> <li>• Continuation of Sport Nurture, Music Therapy, Play Therapy and Talking and Drawing</li> </ul>	

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

<b>NIF</b> Improvement in employability skills and sustained, positive destinations	<b>HGIOS 4 QIs</b> 1.2 Leadership of Learning
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	<b>1.3 Leadership of Change</b> <b>2.2 Curriculum</b> <b>2.3 Learning, Teaching and Assessment</b> <b>2.4 Personalised Support</b> <b>2.5 Family Learning</b> <b>3.1 Ensuring Wellbeing, Equality and Inclusion</b> <b>3.2 Raising attainment and achievement</b>
<b>Progress and Impact</b> <ul style="list-style-type: none"> <li>For the 4<sup>th</sup> year running we won the Local Authority heat of the Euro Quiz and attended the Scottish Parliament for the national final.</li> <li>Play based learning is embedded in primary 1 and 2. Opportunities for creativity have been increased throughout the school.</li> <li>The introduction of creative stations has supported children at P6/7 to consider skills they will require for work and life.</li> <li>Nurture activities led by the nurture teacher and school assistants to support attainment and achievement.</li> <li>All children engaged in elective activities each week where they could spend more time working on STEAM/Music/PE area.</li> <li>All P4-7 children involved in weekly Pupil Voice groups and made a significant number of changes within the school.</li> <li>Pupil Voice roadshow with all cluster schools attending St. John's and all sharing good practice.</li> </ul>	
<b>School Priority 4: Developing as a Community of Faith and Learning.</b>	
<b>NIF</b> Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive destinations	<b>HGIOS 4 QIs</b> <b>1.2 Leadership of Learning</b> <b>1.3 Leadership of Change</b> <b>2.2 Curriculum</b> <b>2.3 Learning, Teaching and Assessment</b> <b>2.4 Personalised Support</b> <b>2.5 Family Learning</b> <b>3.1 Ensuring Wellbeing, Equality and Inclusion</b> <b>3.2 Raising attainment and achievement</b>
<ul style="list-style-type: none"> <li>All stages attend Masses termly and whole school attend for Holy days of Obligation</li> <li>Stations of the Cross each day during Holy Week.</li> <li>Rosaries every week during the Month of May.</li> <li>Prayer services led by P7 children.</li> <li>Weekly primary 4- 7 RE assembly</li> <li>P2+3 RE assembly</li> <li>Cluster Carol Service.</li> <li>Sacrament of Reconciliation preparation within school, service at the Cathedral.</li> <li>Sacrament of First Holy Communion preparation within school and then small-scale masses over 5 weekends.</li> <li>During the professional development and review process for all teaching staff they engaged with the document 'Companions on the Journey' to reflect on and identify individual CLPL for staff.</li> <li>At 1 staff meeting a term we used the new SCES reflective journals for significant points in the school year.</li> </ul>	

## Evaluation Summary

Quality Indicator	School Self Evaluation - Very good
1.3 Leadership of change	<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <ul style="list-style-type: none"> <li>The recently refreshed vision and values created in collaboration with children, parents and staff, reflects a renewed commitment for living in faith to be at the centre of our school community. The new vision and values have been changed to reflect our wider school community.</li> <li>All staff have a very clear understanding of the social, economic and cultural context of the local community. Through strategic planning and evaluation, staff use this knowledge well to identify school priorities and use PEF funding appropriately to support identified priorities.</li> </ul> <p><b>Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>The highly effective senior leadership team guide and manage the strategic direction and pace of change of school improvements. Stability in the leadership team has ensured sustainability in improvements.</li> <li>Effective feedback is provided on progress to all stakeholders through newsletters, curriculum events, letters, Parent Council meetings, Pupil Council meetings, assemblies, etc.</li> <li>Leadership opportunities identified for staff through their PDR and an annual confidential questionnaire about their future ambitions and areas of interest. The senior leadership team discuss this information and determine appropriate opportunities and CLPL for staff beyond the school at cluster, authority and national level.</li> <li>Cluster meetings and trio observations have supported staff to engage in self-evaluation and reflection on the teaching of aspects of literacy or Concrete Pictorial Abstract (CPA) in numeracy. Staff state that they are gaining confidence in the moderation cycle following these opportunities.</li> <li>Staff and pupils use HGIOS4 to self-evaluate our work and the impact it has on attainment and achievement. Pupils use Wee HGIOURS to self-evaluate within their Pupil Voice groups.</li> </ul>

	<ul style="list-style-type: none"> <li>We audit stakeholders' views throughout the session through questionnaires and focus groups to gauge the impact of initiatives and pupil experiences.</li> <li>The Parent Council supported the audit and evaluation of Homework this session and a new policy has been created for session 2023/2024</li> </ul> <p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>SLT and staff remits have very clear responsibilities and the School Improvement Plan objectives are matched to personnel who are responsible</li> <li>Very effective systems are in place to monitor and evaluate the impact of changes and initiatives including the introduction of a new whole school tracker.</li> <li>Play pedagogy has been successfully implemented throughout P1-3 and this learning has been shared with staff at 2<sup>nd</sup> level to provide pupils with a wider range of opportunities and learning experiences for pupils. Almost all pupils state that they have found these activities have improved their communication, teamwork and developed creative thinking.</li> <li>Literacy planners developed in line with North Lanarkshire Strategies and digital literacy strategies are being used across all stages ensuring consistency and progression in reading and spelling which had an impact on literacy attainment across almost all stages.</li> <li>Attendance has continued to be developed across whole school. Policies have been shared with all staff and parents ensuring a more sustainable approach meaning there has been an increase in overall attendance. Almost all of the lowest attendees in session 21/22 have increased attendance this session compared to last session.</li> <li>Pupil Council have led weekly Equality lessons throughout the whole school. This encouraged a whole school focus with teachers stating that almost all younger pupils engaged more in HWB/RE lessons. Almost all P7s have undertaken a leadership role this session.</li> </ul>
Quality Indicator	<b>School self-evaluation – Very good</b>
2.3 Learning, teaching and assessment	<p><b>Learning and engagement</b></p> <ul style="list-style-type: none"> <li>Classroom observations highlighted that almost all children are motivated and remain engaged and focussed during all learning activities.</li> <li>Observations and Questionnaires have been utilised to determine cohesion between all stakeholders.</li> <li>Pupil surveys suggest that almost all children are happy and enjoy being in school. Targeted surveys have been used throughout the year to ensure pupil voice is heard.</li> <li>We ensure that children know their views are sought and valued and have been included in creating a new vision and values statement for the school at every stage of the process</li> <li>Play pedagogy embedded within Primary 1 and 2 and introduced to the rest of the school</li> <li>Enhanced use of digital technologies are targeted to meet the needs of pupils.</li> </ul> <p><b>Quality of teaching</b></p> <ul style="list-style-type: none"> <li>Classroom observations carried out by the SLT confirmed our understanding that there was a clear consistent approach to curriculum rational and an improved consistency across the school from staged working.</li> <li>In most classes, LI and SC are shared and co-constructed with pupils with relevant feedback and plenaries evident.</li> <li>In almost all classes children are well supported and there are high expectations from staff, children and pupils.</li> <li>In almost all classes, high expectations and aspirations of every child in the school community are being met.</li> <li>Team teaching and greater mentor support was provided when issues were identified through observations.</li> <li>High quality feedback is used to ensure that expectations are clear and pupils are aware of their next steps.</li> <li>Very good opportunities are in place for pupils to learn independently, in groups and with peers.</li> <li>Good range of digital technologies visible to support all children – used by both staff and children. Universal supports such as Accelerated reader, myON, Sumdog, Readingwise, 5 minute box, Catch up programmes and further embedding the use of CPA (Concrete Pictorial Abstract) have led to staff becoming better at effectively supporting and challenging all learners.</li> </ul> <p><b>Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>Significant increase in pupil assessments in Literacy and Numeracy throughout the session to ensure that staff were clear on gaps created through</li> <li>SLT led analysing data sessions to ensure that staff could interpret and identify next steps from the data.</li> <li>Use of GL assessments on an annual basis are providing more rich data to base decision on interventions.</li> <li>Almost all staff know their children very well and can provide the appropriate support and challenge.</li> </ul>



	<ul style="list-style-type: none"> <li>• Most children are aware of their strengths and next steps.</li> <li>• Well written report cards and in-depth parents' evenings to report on children's progress ensure parents are aware of the progress of their child.</li> </ul> <p><b>Planning, tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>• All staff use the South Ayrshire Curricular planners for the 7 curricular areas and 'This is our Faith' and 'God's Loving Plan' for RERC.</li> <li>• The SLT are confident is using the new attainment tracker to discuss pupil and cohort progress.</li> <li>• All permanent staff analyse data effectively to track progress throughout an academic session and over time.</li> <li>• We have embedded the new monitoring pack which ensures that tracking meetings, classroom observations, pupil focus groups and jotter audits are part of the process in a more joined up way.</li> <li>• The SLT support and track staff's understanding of progress through a level in all curricular areas through staff moderation of evidence from the curricular walls in the school.</li> <li>• We moderate Staged Intervention paperwork across the stage and across the school at staff meetings and feedback provided to staff.</li> </ul>
<b>Quality Indicator</b>	<b>School self-evaluation – Very good</b>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Staff have undertaken Child Protection, RRS and Nurture training to ensure a shared understanding of wellbeing and the rights of children. Almost all members of staff have undertaken aspects of above training. Training has provided practical strategies for staff to promote inclusion.</li> <li>• All staff ensure that God's Loving Plan is delivered from Primary 1 to 7, this ensures that children have the accurate vocabulary for body parts and know about loving relationships.</li> <li>• Children are supported through pupil voice groups and assemblies to know who they can speak to if they need help or support.</li> <li>• Pupil surveys state that most children feel safe and cared for in school and know who to go to if they need help. Termly wellbeing webs using pupil voice / skills and difficulties questionnaire identify pupils' needs as and when they arise. Skills and difficulties questionnaires are used effectively to identify pupils' needs. Most staff are proactive in using this information to support pupils.</li> <li>• We are committed to no cost to the school day and this year the only cost we passed on to parents was a contribution to the residential trip however, we reduced the residential from 3 nights to 1 night to make it more affordable for all. P7 leavers hoodies provided through Parent Council.</li> <li>• There are wellbeing sessions for staff as we know that the wellbeing of staff can have a direct impact on children.</li> <li>• We effectively track the progress that children make towards wellbeing targets within the classroom and the nurture groups that run. Some of the interventions are Sport and music nurture, Talking and drawing and sand and play therapy.</li> </ul> <p><b>Fulfilment of statutory duties</b></p> <ul style="list-style-type: none"> <li>• We comply and actively engage with all statutory requirements and codes of practice such as GTC registration, 2 hours quality P.E. 2 ½ hours RERC, ASN legislation and Health and Safety.</li> <li>• Our policies link clearly to RRS, GIRFEC, the Charter for Catholic schools and on-line safety advice and promote a positive approach to the values and ethos of the school.</li> <li>• We use the South Ayrshire Staged Intervention process and the SEEMIS Wellbeing assessments to ensure that appropriate trackable targets are identified for children. Effective use of Boxall profiles have enabled CT and nurture teacher to determine the needs. All children have benefited from having termly Boxall profiles – most classroom planning is informed by Boxall profiles and has been recognised by teachers to have supported inclusion.</li> <li>• We fully engage with South Ayrshire's new attendance policy and have an Acting PT to support the increase in attendance. Almost all pupils on attendance monitoring have improved attendance levels compared to previous session. Almost all children are above 80% attendance.</li> </ul> <p><b>Inclusion and equality</b></p> <ul style="list-style-type: none"> <li>• We are a highly inclusive school and we understand and celebrate diversity within our school and the communities that we serve.</li> <li>• We have effective strategies in place to support children who are facing challenges.</li> <li>• The introduction of many bespoke packages including Sport Nurture, Play Therapy, Talking and drawing and nurture have ensured that appropriate targets and supports are in place and that these are tracked effectively.</li> <li>• All staff ensure that the equalities and diversities materials are delivered from primary 1 to 7 to ensure children are supported in their understanding of key themes.</li> </ul>

Quality Indicator	School self-evaluation – Good
3.2 Raising attainment and achievement	<p data-bbox="395 264 831 293"><b>Attainment in Literacy and Numeracy</b></p> <ul data-bbox="443 322 1378 521" style="list-style-type: none"> <li>• The school data shows that the majority of children at early level are achieving appropriate Curriculum for Excellence (CfE) levels in Literacy and most children in Numeracy. At first and second level, most children are achieving appropriate CfE levels. Children with additional support needs and English as an additional language are making good progress towards their targets.</li> <li>• A number of different cohorts of children such as children with additional support needs, care experienced children and children from different socio-economic background are supported very effectively and are making good progress.</li> <li>• Children in P2, P3, P5, and P6 are making good progress in Literacy and good progress in Numeracy.</li> </ul> <p data-bbox="395 551 639 580"><b>Attainment over time</b></p> <ul data-bbox="443 586 1369 931" style="list-style-type: none"> <li>• We have implemented a new tracking system which ensures that we can track progress of each individual child over the 7 years but also to gather data on cohorts of children such as EAL, Care Experienced etc.</li> <li>• We gather data on Reading, Writing, Listening and Talking and Numeracy, over several years from a range of sources. We use this data to identify children who are not making appropriate progress and to assess and identify strategies to improve attainment.</li> <li>• Tracking meetings between teachers and the head teacher are held each term and have a focus on children's progress across their learning. Teachers are aware of the socio-economic background, additional support needs, or any other potential barrier to attainment and take steps to ensure children supported.</li> <li>• The impact of Covid has identified a greater number of children requiring support to access the curriculum.</li> <li>• Changes to National Assessments and online learning have created difficulties in comparing year on year data.</li> </ul> <p data-bbox="395 963 552 992"><b>Achievements</b></p> <ul data-bbox="443 1021 1374 1541" style="list-style-type: none"> <li>• Class achievements recognised and acknowledged within their classroom environment.</li> <li>• Achievements recognised with certificates and shared through assemblies, our twitter account and Parent Council Facebook page.</li> <li>• We have won the South Ayrshire heat of the Euro Quiz for the last 4 years and this year attended the national final at Edinburgh University.</li> <li>• All of the children in P7 have achieved the Pope Francis Faith Award.</li> <li>• Our Sports teams have represented the school at various South Ayrshire Thriving Communities events.</li> <li>• All pupils across P1 perform the nativity in our local Parish.</li> <li>• All pupils in P2/3 perform in a summer show in our local Parish</li> <li>• All pupils in P4-7 perform in a show at Easter in our local Parish.</li> <li>• All pupils and staff completed the Missio Mile to raise money for 3 charities.</li> <li>• All pupils in P5 completed a swimming block at the local pool.</li> <li>• All pupils from primary 1- 7 share their learning and achievements at an assembly every term</li> <li>• All pupils in primary 4-7 participate in weekly Pupil Voice Groups.</li> <li>• All children in primary 1- 3 link with Pupil Voice themes</li> <li>• P2/3 and P7 participated in the South Ayrshire Music Festival</li> <li>• P5-P7 pupils participated in dance competitions led by our EYP.</li> <li>• Pupils from P6-P7 represented the school at the South Ayrshire Triathlon.</li> <li>• Pupils in the after-school gymnastics class represented the school at a competition.</li> <li>• Pupils from P5-P7 represented the school at an authority athletics event.</li> </ul> <p data-bbox="395 1570 647 1599"><b>Equity for all learners</b></p> <ul data-bbox="443 1606 1385 2027" style="list-style-type: none"> <li>• The school has received significant pupil equity funding (PEF) targeting the use of this money as identified by the Scottish Government to support in closing the poverty related attainment gap.</li> <li>• At St. John's we ensure that there is no additional cost to the school day and the school provides funding for all buses, day trips and visits to events.</li> <li>• All children in P3-P7 attended the pantomime funded by our Parent Council</li> <li>• All children in P1-P2 attended an online pantomime with ice-cream funded by our Parent Council.</li> <li>• Sports Day held at Riverside Campus free of charge for North Ayr schools.</li> <li>• All Residential trips subsidised in P7.</li> <li>• All P7 Leavers hoodies gifted from the Parent Council</li> <li>• All P1-P5 pupils are entitled to free school meals.</li> <li>• All children have access to a free Breakfast Club from 8.20am and the majority of children in the school access this throughout the week.</li> <li>• All children have access to Ayr United after school club from 3pm-5.30pm and the majority access this over the 2 available days. This is free for parents.</li> <li>• All children have had the opportunity to take part in an extra-curricular after school activity e.g. multi-sports at no cost. Children in SIMD 1 and 2 or in receipt of free school meals have priority.</li> <li>• All pupils in P7 attended a Careers Fair held by Ayr Rotary Club at Ayr Town Hall.</li> </ul>



	<ul style="list-style-type: none"> <li>• Tesco and Lidl provided water and fruit for all pupils at Sports Day.</li> <li>• Saint Vincent De Paul provided sports clothes so that all children participating in Sports Day had appropriate clothing and footwear.</li> <li>• All pupils who attend school by taxi were given an opportunity to attend the Summer Fair before leaving school.</li> </ul>
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### What are the key priorities for improvement in 2023/24?

#### Priority 1 - Improvement in attainment, particularly in Numeracy and Literacy

- Development of staff knowledge and understanding of Meta skills to support attainment in numeracy.
- Creation of school planners linked to Skills Scotland Progression Framework
- Support new staff in CPA resources and pedagogy
- Continue to develop skills in Assistive technology of class teachers and support staff
- Continue to look at the extended use of MyOn and Accelerated reader.
- Continue to develop Play Pedagogy throughout the school

#### Priority 2 - Improvement in children and young people's health and wellbeing

Develop the nurturing school as well as the specific nurture groups  
 Additional staff trained on Seasons for Growth, nurture principles and Talking and Drawing  
 Continue to develop procedures linked to supporting improved attendance in school  
 Continue to offer children additional opportunities to engage in healthy activities and sports within the school and beyond. Support children in to local community pathways

#### Priority 3 – Honouring Jesus Christ as the way, the Truth and the Life

- Embed the values of a Laudato Si' school.
- Create a new reflection/prayer room within the school
- Support increased number of Cluster Community events that celebrate both Faith and learning and teaching
- Work across the cluster with Pupil Voice groups to share learning and good practice.
- Continue to look at the impact of families in poverty through the No Cost to the School day approach.

### What is the capacity for improvement?

Although the school has very effective strategies in place to monitor and evaluate the impact of changes, the impact of COVID on attainment and pupil/staff health and wellbeing continues to impact the pace of progress. It will take time to ascertain what the impact has been on children's attainment and achievements but we are a very strong leadership team and have the capacity within the SLT, class teachers and school assistants, to ensure we continue to improve our teaching and learning to enhance outcomes for all children.