

IMPROVEMENT PLAN: 2023-2024



GREEN – Cluster
BLUE – PEF

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.

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.

Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

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

- 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"

Article 14: Every child has the right to their own religion. **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **Article 21:** Your right to live in the best place for you if you can't live with your parents. **Article 25:** Children who are not living with their families should be checked on regularly to make sure they are ok. **Article 23:** Your right to special care and support if you are disabled. **Article 27:** Your right to a good standard of living. **Article 28:** Your right to learn and to go to school. **Article 31:** Your right to relax and play.



South Ayrshire Council Plan

Spaces and PLaces
Live, Work, learn
Civic and Community Pride



Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Education Services Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy



	<p>pupils; track pupil progress; monitor and evaluate the impact of interventions</p> <ul style="list-style-type: none">Use of GL reports for Stage intervention targets and all staff should continue to analyse their results for next steps for learners			<table><tr><th></th><th colspan="2">Confidence (Questions attempted)</th><th></th><th></th><th></th></tr><tr><th></th><th>May 21</th><th>Oct 21</th><th>May 22</th><th>May 23</th><th>May 24</th></tr><tr><td>P3</td><td></td><td>97.3%</td><td>93.5%</td><td></td><td></td></tr><tr><td>P4</td><td>84.32%</td><td>88%</td><td>85%</td><td>94.1%</td><td></td></tr><tr><td>P5</td><td>77.9%</td><td>95.6%</td><td>95.9%</td><td>94.2%</td><td></td></tr><tr><td>P6</td><td>77.8%</td><td>95.6%</td><td>96.7%</td><td>97.2%</td><td></td></tr><tr><td>P7</td><td>88.2%</td><td>93.6%</td><td>96.7%</td><td>97.1%</td><td></td></tr></table>		Confidence (Questions attempted)						May 21	Oct 21	May 22	May 23	May 24	P3		97.3%	93.5%			P4	84.32%	88%	85%	94.1%		P5	77.9%	95.6%	95.9%	94.2%		P6	77.8%	95.6%	96.7%	97.2%		P7	88.2%	93.6%	96.7%	97.1%							
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<div>1.2 80% of children will increase attainment in reading from current level.</div> <div>1.3 80% of children will increase attainment in writing from their current level.</div>	<ul style="list-style-type: none">Cluster will form collaborative learning groups at stages 1, 4 and 7 with a focus writing. Observations will take completed by the end of November. Based on feedback from 2022/2023, observations will also include time for pupil focus groups and feedback.Training to be delivered at August Inservice on giving feedback.Cluster collaborative learning groups to engage in professional enquiry supported by Ed Psych.Enquiry question to be agreed by cluster collaboration group by end of Sept.Baseline assessments to be agreed and issued to target pupils.Time built into WTA for cluster collaborative learning groups to share professional reading.Cluster colleagues/digital pupil groups to work together to share assistive technologies professional learning to support learners with additional support needs.P7 SNSA data to be administered in Nov and analysed at cluster level to determine next steps. P7 teachers to meet and discuss findings.Continue to use GL assessments next year. Use of GL reports for Stage intervention targets and all staff should continue to analyse their results for next steps for learners.Parent Session for Talk for Writing to support parents understanding of the approach to teaching in these areas.	<div>TR</div> <div>TR</div> <div>TR</div>	<div>August 23 to March24</div>	<table><tr><th></th><th></th><th colspan="2">CFE Levels</th><th></th><th></th><th></th><th></th></tr><tr><th></th><th></th><th colspan="2">Writing</th><th></th><th></th><th></th><th></th></tr><tr><th></th><th>May 18</th><th>May 19</th><th>May 20</th><th>May 21</th><th>May 22</th><th>May 23</th><th>May 24</th></tr><tr><td>P1</td><td>87</td><td>78</td><td>83</td><td>87</td><td>88</td><td>73</td><td></td></tr><tr><td>P4</td><td>82</td><td>83</td><td>85</td><td>85</td><td>71</td><td>75</td><td></td></tr><tr><td>P7</td><td>93</td><td>84</td><td>85</td><td>80</td><td>82</td><td>76</td><td></td></tr></table> <div><ul style="list-style-type: none">❖ Feedback from P1, 4, 7 classroom observations and pupil focus groups❖ Feedback from professional enquiry❖ Cold and hot tasks/assessments for writing❖ Accelerated reading data❖ GL assessment feedback</div>			CFE Levels								Writing							May 18	May 19	May 20	May 21	May 22	May 23	May 24	P1	87	78	83	87	88	73		P4	82	83	85	85	71	75		P7	93	84	85	80	82	76	
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	<p>Literacy resources, 5-minute box, Reading Wise and Reading Wise Zip.</p> <ul style="list-style-type: none"> ✓ Train and support staff on Active Literacy ✓ Sharing good practice across the school ✓ Data literate professionals – phonic checklist, on-going assessments ✓ Daily 30minute sessions of Reading Wise. ✓ 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. <ul style="list-style-type: none"> • Refresh of the First Minister’s Reading Challenge to Reading schools • Introduction of a new electronic tracking system that helps to track individual and group progress over time to identify next steps. • This model to be refined and need to ensure that staff delivering the interventions are aware of the importance of tracking. – data literate staff • Continue with school assistant training and refreshers. Teaching staff should regularly review and change targets carried out throughout the year. Pupil support teacher should oversee support staff to ensure quality delivery of interventions. • Teaching staff need to be able to extract information from intervention programme. 	<p>R.P</p> <p>SLT</p>		
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moving from nursery to primary 1.	<ul style="list-style-type: none">• More opportunities built in for P1 staff to visit nurseries and for children to visit the school out with bump up days.			
Priority 2 Improvement: in children and young people’s health and wellbeing				
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.				
Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.				
NIF Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing		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)

2.1 Building Mental Health and resilience – Identified cohort will report a 10% increase in wellbeing linked to Boxalls.	<ul style="list-style-type: none"> Pupils will have access to Seasons for Growth Pupils will have access to Drawing and Talking Pupils will have access to Sand therapy Pupils will have access to LIAM following staff training Pupils will have access to nurture opportunities 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. Increase and enhance the family after school supports such as pupil support, nurture and parent and child sports. 	Nurture teacher JW	August – June 24	Wellbeing web Wellbeing Assessments Pupil, staff and Parent questionnaires Parent survey/Wellbeing Web/SNSA and GL assessments. Think sheets tracker. 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 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
2.2 Improved and sustained attendance of PEF cohort	<ul style="list-style-type: none"> Increased focus on attendance, information sent to parents every month in the newsletter. Attendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendance – Use Run trackers to see what is working. (Learning from ADES group) Letters created following SA guidelines to be sent to parents when attendance issues arise. Use the request for assistance process to access supports for families who require outside agency support Focus on trends within attendance particularly around days of the week and classes with positive and negative attendance. Pupil support overview was used in conjunction with attendance tracker to highlight patterns of absences. Pastoral care tracker to track absences/lateness of pupils to highlight any concerns. Travel arrangements were made for some children to support families. Liaising with secondary school to determine if siblings absent to build a bigger picture. 	C.C	August to June 24	Recording of CfE /SNSA/attendance/SI/FSM Run trackers Tracking outside agency involvement Attendance figures for each term Attendance figures for families Four week monitoring plans Pastoral Care trackers

<p>2.3 Increase the number of children participating in competitive sport opportunities</p>	<ul style="list-style-type: none"> Continued commitment to no cost to the school day. Afterschool groups to build confidence and resilience Build capacity within parents to run and support after school clubs and initiatives. Work with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sport Support children with ASN and seek opportunities for them to participate in a wide range of activities/sports. Continue to identify and use PEF money to support children and families to access residential trips Continue to assist with the preparation of reports relating to active schools, compile and maintain appropriate statistical information, registers and records Develop a programme of activities for children to participate in during break and lunch 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. Continue with nurture through sport. Further develop programme of activities to include break and lunch times. Ensure partnership with active schools continues to support free access. More pupil choice electives - Children vote for curricular areas and then chose what aspect of that area they would like to learn about. 	<p>R.P + Nurture through sport PEF post</p>	<p>Aug - June</p>	<p>Fit Quest reports</p> <p>Wellbeing assessments</p> <p>Staged Intervention evaluations</p> <p>Pupil and parents' feedback</p> <p>Engagement tools – Run marker to track levels of engagement of individual children (example shown)</p> <p>School trip + community activities data</p>
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Priority 3: 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.
Article 14 Every child has the right to their own religion.

NIF

HGIOS 4 QIs

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			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																																																		
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4.1 To promote Life and dignity of the human person	<ul style="list-style-type: none">Gods loving plan to be delivered to all classes from P1-7 – Staff training required for new teachers – SCES training calendar.Care of our Common home – Laudato Si – Quote 3 – Improve impact of pupil charitable works to ensure they support the poor and the impact on their environment.Increase knowledge that the poorest people are most affected by environmental issues.Story/class novel focusing on one of the protected characteristics – equalities Term 3	Louise (St John’s) Jackie (St Ninian’s) Lynsey (St Pat’s) Rachael (Sacred Heart/St. Cuthbert’s) Laudato Si’ pupil groups to organise	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. <table><tr><td></td><td colspan="2">Parent survey</td><td></td><td></td><td colspan="3">Pupil Survey</td><td></td></tr><tr><td></td><td>May 18</td><td>May 19</td><td>May 20</td><td>Targ et 21</td><td>May 18</td><td>May 19</td><td>May 20</td><td>Target 21</td></tr><tr><td>The school deals well with bullying</td><td>89%</td><td>41% agree 59% N/A</td><td>100% again</td><td></td><td>95%</td><td>73% agree 24% N/A</td><td>100% again</td><td></td></tr><tr><td>Other pupils treat me fairly and with respect</td><td></td><td></td><td></td><td></td><td>92%</td><td>98%</td><td>100%</td><td></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><td></td><td></td></tr></table>						Parent survey				Pupil Survey					May 18	May 19	May 20	Targ et 21	May 18	May 19	May 20	Target 21	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">Parent council events throughout the year such as Christmas Fair etc.Each class to support a local project to research and support during term 1	R.P (St John’s) L.M (ST. Pat’s), R.McC (St. Cuthbert’s)	Aug-June	Increased attendance at parent workshops. Increased number of children achieving Pope Francis Faith Award + Parish Commendation <table><tr><td></td><td colspan="2">Pope Francis</td><td colspan="3">Attendance at Cluster event</td></tr></table>						Pope Francis		Attendance at Cluster event																																									
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	<ul style="list-style-type: none">• Parent and child meetings – Sacramental and Pope Francis• Pope Francis Faith Award• Cluster Carols by candlelight – Tuesday 5th December 23• Cluster Lenten walk for MISSIO and selected school charity 14th March 24	R.Mc (Sacred Heart) J.McP (St. ninian's)		<table><tr><td></td><td>May 19</td><td>May 20</td><td>May 21</td><td>May 22</td><td>May 18</td><td>May 19</td><td>May 20</td><td>May</td><td>May 22</td></tr><tr><td>% of pupils</td><td>100 %</td><td>100 %</td><td>100 %</td><td>100%</td><td>30%</td><td>65%</td><td>70%</td><td>N/A</td><td>N/A</td></tr></table>		May 19	May 20	May 21	May 22	May 18	May 19	May 20	May	May 22	% of pupils	100 %	100 %	100 %	100%	30%	65%	70%	N/A	N/A
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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">• Education Scotland ‘Recognising and realising children’s Rights linked to SCES resources and Laudato Si’ resources• Pupil groups – include a Laudato Si’ group• Playground/leadership groups promoting gospel values• Missio work P1-7• Pupil voice group cluster exhibition – St. Ninian’s to host Thursday 2nd May 24	J.W (St. John’s) N.McN (St Ninian’s) L.M.+ A.M (St. Patrick’s) R. McC (St Cuthberts + Sacred Heart)	Aug-December	Children feel supported through Playtimes and lunchtimes by peers or buddies – pupil focus group. Feedback from School assistants																				
4.4 Children understand the dignity of work and the rights of workers	<ul style="list-style-type: none">• Parent workshops• Industry visits• DYW /Vocations week - Cluster Aspirations Display – staff journeys – During Vocations week – Week beginning 22nd April 24• Catholic Education Week – Pilgrims of Faith - November	R.L. (St. Ninian’s) R.Mc, Sacred Heart + St. Cuthbert’s) J.W (St. John’s) T.McF (St. Patrick’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">• Breakfast club• Uniform bank – pre-loved, re loved, new to you. (Sustainability- move away from poverty)• ‘Donations’ for school trips• Saint Vincent De Paul• Parent employability and skills• God’s Loving plan• Access to foodbank	R.P (St. John’s) with N. McN (St.Ninian), L.M. (St. Patrick’s) and R. Mc (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 and families who require financial support given timely support or advice.																				

	<ul style="list-style-type: none"> • PEF 			
4.6 Solidarity	<ul style="list-style-type: none"> • R.E. Lessons linked to equalities – SCES materials • SCIAF and Missio • Pupil Groups • Assemblies • Laudato Si’ - Quote 6 – Create wall displays with gospel passages that teach about the environment. Term 1 Add passages to it that teach about our responsibility for others especially the poor and marginalised in terms 2-4. • Cluster teams meeting about Justice and Peace group – Term 2 	R.P/JW/TR (St. John's) with J.McPeak (St.Ninian), 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 –	<ul style="list-style-type: none"> • Laudato Si’ pledge • Pope Francis Faith Award- cluster project linked to Laudato Si’ • 4.1 to 4.6 all link in to 4.7 	R.P/JW/TR (St. John's) with E.D (St.Ninian), L.M. (St. Patrick's) and MI(Sacred heart + St. Cuthbert's)	Aug-June	Questionnaires

Appendix 1

Budget

Priority	Staffing costs	Resources/ other	Total
1. To improve attainment, particularly in literacy and numeracy;	EAL Translation services Professional enquiry – resources for teachers, professional reading and courses to attend. PT Covid Recovery X2 EYP	Maths - concrete resources particularly for P4-7 Laptops for pupil Interventions Taxis for Identified families Parent + Child workshops I-Pads/laptops for profiling	

	Cover costs for professional enquiry and peer visits to schools		
2. Improvement in children and young people's health and wellbeing	Additional management time for Principle Teachers 0.2 PE teacher Nurture through sport teacher Nurture Teacher Music specialist 0.3	Boxall Profiles Residential Trips Afterschool clubs Nurture	PEF and School Budget
4. Serving the Common Good		Retreats Diocesan events Transport costs	Possible funding from the SWEIC?

