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#### St. John’s Primary School

Standards and Quality Report 2024





**Introduction**

At St. John’s, we value partnership working, and we work very closely with several 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**

We are a diverse Catholic community with faith at the centre. Children and families are at the heart of all our efforts, celebrating achievements and reflecting through prayer. Our mission is to work together to ensure a safe, respectful and inclusive environment. We ensure that our pupils receive rich learning experiences, that encourage them to become creative, independent and ambitions learners.

We aim to deliver our school vision through our core values:

***Compassion***

* Cultivate empathy and kindness within the school community through promotion of the Gospel Values.
* Support pupils in developing strong interpersonal relationships.

***Ambition***

* Inspire pupils to set high goals and strive for excellence.
* Provide opportunities for pupils to explore their interests and talents.

***Respect***

* Dedication to promoting respectful behaviour to all individuals.
* Emphasise the importance of diversity in our school and ensuring that every member of our community is valued and respected.

***Equality***

* Creating an environment where every pupil can thrive regardless of the background.
* Ensure educators deliver inclusive teaching practices where all our students feel valued and supported.

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 practise every day. We encourage the active involvement of parents in their child’s education and value their contribution and support.

**Aims**

In St. John’s Primary our aim is to: 

***Place children at the centre of all our efforts:***

* Focus on the individual needs and potential of each child.
* Prioritise children’s well-being and development in all decisions and actions.

***Celebrate children’s achievements and encourage reflection through prayer:***

* Recognise and celebrate academic, personal, and extra-curricular successes.
* Integrate opportunities for reflection and spiritual growth into daily routines.

***Collaborate to create a safe, respectful, and inclusive environment:***

* Foster a culture of mutual respect and safety for all children and staff.
* Implement policies and practices that promote inclusivity and equity.

***Provide rich learning experiences that foster creativity, independence, and ambition:***

* Design and deliver a diverse and engaging curriculum that inspires children.
* Encourage critical thinking and problem-solving, and love for lifelong learning.

**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 school is on a single level allowing easy access for all its users.

The current roll (June 24) is 253. Staffing for this session is 14.2 FTE including the Head teacher, DHT, Principal Teacher and a further 2 Acting PTs paid for through Pupil Equity Fund money. The FME is 87 children (34%) There are 87 children who receive the clothing grant which is also 34%. Children attend St. John’s from all 10 SIMD in South Ayrshire however, 154 children (61%) live in SIMD 1 or 2. We have 129 children (51%) who have Staged Intervention in school to support progress. There is a consistent bi-lingual community with just over 24% (60) 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**

* Gold Rights Respecting School, working towards our second re-accreditation.
* Local Authority heat winners of the Euro Quiz 4 times in the last 5 years. We represented South Ayrshire at the final in June 2022 at the Scottish Parliament and again in June 2023 at the Scottish Parliament.
* Primary 7 children have achieved the Pope Francis Faith Award.
* 5-star Missio school – first primary school in Galloway Diocese to be given the award.
* Mixed football team and girls football team won the ‘Silver Cup’ at a recent authority football tournament.

**HMIE Inspection June 2018**

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

**Attendance**

* 2023-2024 – no exclusions.

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| **2021 - 2022** | **2022 - 2023** | **2023 - 2024** | **Increase** |
| **91.96%** | **91.24%** | **92.76%** | **1.52%** |

**2023/2024 Visits**

* Pupil Support Authority Audit
* Health and Safety Audit
* Peer Review Safeguarding Visit

**Areas of strength:**

* The school have their own Child Protection and Relationships policies which were found to be very clear, robust, and accessible.
* There was a high level of ownership and responsibility for Safeguarding and Child Protection within the school and it was considered that this has created a very positive culture.
* Management of CP files and their security was excellent.
* School attendance policy was thorough with tracking and monitoring led by Principal Teacher Clare Casey.
* Medication and first aid are well organised and clear policies are in place, credit to Miss Ross for this work.
* The janitor was very familiar with the layout and the workings of the school environment. The school buildings are safe and secure for staff and students. Mr Gordon also acts as fire warden organising fire drills and checks.

**Curriculum for Excellence levels**

**Reading**

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|  | **P1**  **Early Secure or above** | **P4**  **First Secure or above** | **P7**  **Second Secure or above** |
| **2021 - 2022** | **88%** | **75%** | **84%** |
| **2022 - 2023** | **73 %** | **80 %** | **86%** |
| **2023-2024** | **87%** | **86%** | **98%** |

**Writing**

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|  | **P1**  **Early Secure or above** | **P4**  **First Secure or above** | **P7**  **Second Secure or above** |
| **2021-2022** | **88%** | **71%** | **82%** |
| **2022 - 2023** | **71%** | **74%** | **78%** |
| **2023 - 2024** | **87%** | **89%** | **93%** |

**Listening and Talking**

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|  | **P1**  **Early Secure or above** | **P4**  **First Secure or above** | **P7**  **Second Secure or above** |
| **2021-2022** | **88%** | **75%** | **87%** |
| **2022 - 2023** | **71%** | **8-%** | **81%** |
| **2023 - 2024** | **87%** | **93%** | **95%** |

**Numeracy**

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|  | **P1**  **Early Secure or above** | **P4**  **First Secure or above** | **P7**  **Second Secure or above** |
| **2021-2022** | **87 %** | **75 %** | **84 %** |
| **2022 - 2023** | **79 %** | **80 %** | **84 %** |
| **2023-2024** | **94%** | **89%** | **93%** |

**PEF Funding**

Our main initiatives supported by PEF money have been; -

* Music Nurture Teacher – class work and Music therapy with individuals or small groups.
* Sport Nurture teacher – working with individuals and small targeted groups.
* Early Years Practitioners to continue to support play-based learning approaches across Infant classes.
* Acting PT post to embed new vision and values, numeracy across whole school and Pupil Voice groups.
* Acting PT post to look at Attendance and P6/7 Transition.
* School Assistant hours to support class-based interventions.
* Assessment resources (BSquared).

**What key outcomes have we achieved?**

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| **School Priority 1: To raise** **attainment 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** |
| * A greater variety of concrete materials have also been explored within the classroom. * Significant support for all staff from the numeracy development officer to continue to upskill staff in the use of Concrete, Pictorial and abstract (CPA) * Class Teacher attending CLPL to deliver model lessons using CPA approach. * Member of support staff attending CLPL with South Ayrshire Numeracy Lead on CPA approach. * 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. * 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. * 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. | |

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| **School Priority 2:** Improvement in children and young people’s health and wellbeing. | |
| 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** |
| * 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. * Worked within departments to look at consistency of approaches and language for children who were dysregulated or distressed. * Continuation of nurture groups to support children’s attainment and achievements. * Seasons for Growth continued for children who have suffered a loss. * 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. TWF meetings with an attendance focus. Clear policy now in place. * Continuation of Pastoral Tracker in place to monitor patterns and trends. * Twilight sessions for staff were provided to support their wellbeing. * Continuation of Sport Nurture, Music Nurture, Talking & Drawing and LIAM. | |

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| **School Priority 3:** Improvement in employability skills and sustained, positive school-leaver destinations for all young people. | |
| NIF  **Improvement in employability skills and sustained, positive destinations** | **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** |
| **Progress and Impact**   * For the last 4 out of 5 years we have won the Local Authority heat of the Euro Quiz and attended the Scottish Parliament for the national final. * Play based learning is embedded in Primary 1 and 2. Opportunities for creativity have been increased throughout the school. * The introduction of creative stations has supported children at P6/7 to consider skills they will require for work and life. * Nurture activities led by the nurture teacher and school assistants to support attainment and achievement. * All children engaged in elective activities each week where they could spend more time working on STEAM/Music/PE area. * Meta-Skills have been introduced this year to track skills through electives. * All P4-7 children involved in weekly Pupil Voice groups and made a significant number of positive changes within the school. * Planned to have Pupil Voice Roadshow with all cluster schools attending St.Ninian’s - went ahead in school only due to calendar restrictions. All pupils enjoyed sharing good practice. | |
| **School Priority 4: Developing as a Community of Faith and Learning.as a community of d LE** | |
| NIF  **Improvement in children and young people’s health and wellbeing**  **Improvement in employability skills and sustained, positive destinations** | **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** |
| * All pupils attend mass for Holy days of Obligation as well as the P7 Valedictory mass. * Stations of the Cross each day during Holy Week. * Rosaries every week during the Month of May. * Prayer services led by P7 children. * Weekly Primary 4- 7 RE assembly. * P1 and P2+3 RE assemblies. * Cluster Carol Service. * Sacrament of Reconciliation preparation within school, service at the Cathedral. * Sacrament of First Holy Communion preparation within school and then small-scale masses over 5 weekends. * Pope Francis Faith Award through P6 and P7. | |

**Evaluation Summary**

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| Quality Indicator | **School Self Evaluation - Very good** |
| 1.3 Leadership of change | **Developing a shared vision, values and aims relevant to the school and its community.**   * Through consultation with both parents and pupils, the school has developed a fresh vision statement and agreed upon four new core values. This process has also led the school to revisit our house points system. To reflect our increasingly diverse demographic, the children selected five new house saints to represent them, culminating in a whole school mass and celebrations for ‘Children’s Day’. * All staff have a clear understanding of the social, economic, and cultural context of the local community. Over the last 5 years the school SIMD profile has dramatically changed. Most children now reside in SIMD 1-3. There has also been in a change in the number of nationalities within the school from a predominately Scottish and Polish population to a far more diverse population. Through strategic planning and evaluation, staff use this knowledge well to identify school priorities and use PEF funding appropriately to support identified priorities. Our rigorous evaluation processes for the impact of PEF demonstrate progress towards all our identified PEF spends.   **Strategic planning for continuous improvement**   * The use of PEF to supplement the structure of the leadership team has had a positive impact on the leadership roles within the school and identifying and securing improvements. The leadership team has worked very well together in clearly defined roles. With the substantive headteacher on secondment from March 24, we have been successful promoting from within our senior leadership structure which has provided continuity within the school. This has ensured the continuation of the strategic direction and pace of change of school improvements and effective leadership. * The views of the parents, pupils and staff are sought through surveys and focus groups. Effective feedback is provided on the progress of initiatives to all stakeholders through newsletters, curriculum events, Parent Council meetings, Pupil Council meetings and assemblies. As a result, the school community are confident in knowing our strengths and areas for development. * Leadership opportunities are identified for all staff through the PDR/PRD process and support and additional training identified. An annual, confidential questionnaire for teachers supports the consideration of leadership roles within the school and future ambitions and areas of interest. This supports sustainability within the school. Opportunities to join working parties or participate in training is then identified for staff at school cluster, authority, and national level. * Cluster meetings and trio observations have supported staff to engage in self-evaluation and reflection on learning and teaching with a key focus on sharing the learning with children and supporting children to know how they will be successful. Staff questionnaires and feedback demonstrate that almost all staff feel that they are gaining in confidence in these approaches. * 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. As a result, we have clearly identified areas for improvement throughout the year and for next sessions School Improvement plan. * We audit stakeholders’ views throughout the session through questionnaires and focus groups to gauge the impact of initiatives and pupil experiences.   **Implementing improvement and change**   * SLT and staff remits have very clear responsibilities, and the School Improvement Plan objectives are effectively matched to personnel who are responsible. * 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. We have improved our approaches to evaluating and monitoring the impact of specific interventions linked to PEF plans and approaches to supporting children with barriers to their learning. * Play pedagogy has been successfully implemented throughout P1-3 and this learning has been shared with staff at 2nd 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. * 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. * Implementation of South Ayrshire Reads approaches across all stages. * Attendance monitoring 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. Most children who have attendance interventions have improved their attendance. Most children supported through PEF have improved their attendance this session. across the whole school. Our approach to attendance has been highlighted as good practice and shared across the local authority. Our acting DHT also sits on the local authority working party. Policies have been shared with all staff and parents. * Our Pupil Voice Groups have met regularly over the course of the school session. Most recently we have run with seven groups: Global Citizenship, Eco, Anti-bullying, Faith, Health, Library and Dyslexia Friendly Schools. Each group has been responsible for recording and updating an action plan linked to Global Goals, UNCRC Articles, and ‘hgiOURs’ themes. Going forward, pupils will also look to develop and reflect upon meta-skills they are employing through the work they do within Pupil Voice. Some of our Pupil Voice groups were also able to make contributions towards Children’s Day and our Visions and Values Launch; creating a new house points system, generating an equalities policy, leading and organising activities for Children’s Day. |
| Quality Indicator | **School self-evaluation – Very good** |
| 2.3 Learning, teaching and assessment | **Learning and engagement**   * Classroom observations highlighted that most children are motivated and remain engaged and focussed during all learning activities. * Observations and Questionnaires have been used to determine cohesion between all stakeholders. * Surveys for Pupil Voice administered to P4-7 pupils using the Lundy Model of Participation. * 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. * Play pedagogy embedded within Primary 1 and 2 and introduced to the rest of the school. * Enhanced use of digital technologies is targeted to meet the needs of pupils. Classes are making use of assistive technology to support learners’ independence through tools such as speech to text dictation, immersive reader and Claro Scan Pen. Almost all learners who use iPads or laptops can complete work independently.   **Quality of teaching**   * 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. * In most classes, LI and SC are shared and co-constructed with pupils with relevant feedback and plenaries evident. * In almost all classes, children are well supported and there are high expectations from staff, children and pupils. * In most classes, high expectations and aspirations of every child in the school community are being met. * Team teaching and greater mentor support was provided when issues were identified through observations. * Quality feedback is used to ensure that expectations are clear and pupils are aware of their next steps. * Greater impact of CLPL evident on learning and teaching. For example, there was a significant increase in teachers co-creating the success criteria with children following training. * Very good opportunities are in place for pupils to learn independently, in groups and with peers. * 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, and further embedding the use of CPA (Concrete Pictorial Abstract) have led to staff becoming better at effectively supporting and challenging all learners.  **Effective use of assessment**   * Significant increase in pupil assessments in Literacy and Numeracy throughout the session to ensure that staff were clear on gaps created. Class and external interventions identified to support. * SLT led analysing data sessions to ensure that staff could interpret and identify next steps from the data. Teachers need further support to consider individual supports and more universal supports to reduce gaps in knowledge. * Use of GL assessments on an annual basis are providing more rich data to base decisions on interventions. * Almost all staff know their children very well and can provide the appropriate support and challenge. * Most children are aware of their strengths and next steps. * 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. An additional parents’ evening for children who are on Staged Intervention allows a longer appointment to focus on evaluating and setting targets within the Staged Intervention paperwork. * Our assessment information is valid and reliable. We know that because we use a range of assessments to validate teacher professional judgement.   **Planning, tracking and monitoring.**   * 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. * The SLT, Digital Leader and Admin staff are confident in updating and using the new attainment tracker. This is used to discuss pupil and cohort progress. * All permanent staff analyse data effectively to track progress throughout an academic session and over time. * We have embedded the cluster 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. This is supporting more robust discussions about children’s progress. * 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. * We moderate Staged Intervention paperwork across the stage and across the school at staff meetings and feedback provided to staff. * To build consistency, staff are engaging in trio monitoring activities across the cluster. Staff are encouraged to observe across the school as well. Newly qualified teachers take opportunities to observe across all areas in the school. As a result, we have a shared understanding of what high quality teaching and learning looks like across the school. |
| Quality Indicator | **School self-evaluation – Very good** |
| 3.1 Ensuring wellbeing, equity and inclusion | **Wellbeing**   * There are very clear procedures in place for the school community to know what to do and who to talk to if they have a child protection concern. This information is displayed across the school and on visitor badges. * 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. * 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. * SCES (Scottish Catholic Education Services) materials on inclusion and equalities are accessed by teaching staff to deliver to classes. Pupils will also discuss peer mediation, reconciliation, how we are different / unique, how we judge others and how we can be responsible, linking to UNCRC. * Children are supported through Pupil Voice groups and assemblies to know who they can speak to if they need help or support. This has included ensuring identified learners have a key person who they can go to for support. Staff also listen to and act on the views of all children through surveys and questionnaires. * Our parents and young people have actively improved our approaches to behaviour and relationships through their involvement in creating our new merit system linked to our vision and values. * 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, P1 and P7 photographs provided through Parent Council and S1 ties provided by QMA. * There are wellbeing sessions for staff as we know that the wellbeing of staff can have a direct impact on children. This has been effective and improved wellbeing of staff and had a positive impact on our young people. * 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 LIAM. * Next session, we will ensure Zones of Regulation is fully embedded over all stages of the school. * We are going for our re-reaccreditation of RRS Gold award.   **Fulfilment of statutory duties**   * 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, Child protection and Health and Safety. * 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. * We use the South Ayrshire Staged Intervention process to ensure that appropriate trackable targets are identified for children. Effective use of Boxall profiles has enabled CT and nurture teacher to determine the needs. Identified children have benefited from having termly Boxall profiles to provide key targets for inclusion. All pupils who access the Nurture group have trackable targets through their Boxall profiles. All children have achieved majority of their targets and continue to make progress. Majority of children have achieved most of their targets and continues to progress and improve within these skills and qualities. * We fully engage with South Ayrshire’s new attendance policy and the Acting DHT supports the increase in attendance. Almost all pupils on attendance monitoring have improved attendance levels compared to previous session. Almost all children are above 85% attendance. Most children are above 90% attendance.   **Inclusion and equality**   * We are a highly inclusive school, and we understand and celebrate diversity within our school and the communities that we serve. Our new House system is more reflective of our school dynamics and supports children to see themselves in displays within the school. * SLT set ambitious targets and strategies to meet learners needs. This has been done by introducing many bespoke packages including Sport, Music and Digital Nurture, LIAM, Drawing and Talking, and nurture staff have ensured that appropriate targets and supports are in place and that these are tracked effectively. * 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. |
| Quality Indicator | **School self-evaluation – Good** |
| 3.2 Raising attainment and achievement | **Attainment in Literacy and Numeracy**   * The school data shows that most children at early and first level are achieving appropriate Curriculum for Excellence (CfE) levels in Literacy and Numeracy. At second level, almost all children are achieving appropriate CfE levels for Literacy and most children are achieving in Numeracy. Children with additional support needs and English as an additional language are making appropriate progress towards their targets. * Several 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 appropriate progress. * Children in P2, P3, P5, and P6 are making good progress in Literacy and good progress in Numeracy.   **Attainment over time**   * There is a varying picture of data across the school since the pandemic. In 2020 the number of children and percentage of children in SIMD 1 and 2 was 56% (154/275) and in 2024 the percentage is 60% (150/252) This has had a significant impact on the starting point of our learners in Primary one. The impact of Covid has identified a greater number of children requiring support to access the curriculum. * The whole school tracking system ensures that we can track progress of each individual child over the 7 years. It also allows us to easily gather data on cohorts of children such as EAL, Care Experienced etc. * 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. * 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. * SLT effectively use BGE toolkit to track and monitor children’s progress over time and are aware that National Assessments can create anomalies in data trends.   **Achievements**   * Class achievements recognised and acknowledged within their classroom environment. * Achievements recognised with certificates and shared through assemblies, our twitter account and Parent Council Facebook page. * We have won 4 out of the last 5 years of the South Ayrshire heat of the Euro Quiz and last year attended the national final at Edinburgh Parliament. * All children who participated in the Pope Francis Faith Award have been given the award. * Our Sports teams have represented the school at various South Ayrshire Thriving Communities events. * All pupils across P1 perform the Nativity in our local Parish. * All pupils in P2/3 perform in a summer show in our local Parish. * All pupils in P4-7 perform in a show at Easter in our local Parish. * All pupils and staff participated in ‘Walking the World’ for Missio. * We were the 1st school in our diocese to receive the Missio 5 star award in Galloway Diocese. * All pupils in P5 and P6 completed a swimming block at the local pool. * Pupils from P5 completed Bikeability Level 1 and P6 pupils completed Level 2. * All pupils from Primary 1- 7 share their learning and achievements at an assembly every term. * All pupils in Primary 4-7 participate in weekly Pupil Voice Groups. * All children in Primary 1- 3 link with Pupil Voice themes. * P5-P7 pupils participated in dance competitions led by our EYP. * Pupils from P6-P7 represented the school at the South Ayrshire Triathlon. * Pupils in the after-school gymnastics class represented the school at a competition. * Pupils from P5-P7 represented the school at an authority athletics event. * P6/7 football team won 2 silver trophies in the Authority cup. * Wider-achievement tracker linked to meta-skills.   **Equity for all learners.**   * 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. * 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. * All children in P1-P7 attended the pantomime funded by our Parent Council. * Sports Day held at Riverside Campus free of charge for North Ayr schools. * All Residential trips subsidised in P7. * All P7 Leavers hoodies gifted from the Parent Council. * All pupils in P1 and P7 received a school photograph funded by the Parent Council * All P1-P5 pupils are entitled to free school meals. * 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. * All children have access to Ayr United after school club from 3pm-5.30om and the majority access this over the 2 available days. This is free for parents. * 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. * All pupils in P7 attended a Careers Fair held by Ayr Rotary Club at Ayr Town Hall. * The Taj Prestwick and Fruit market stall provided water and fruit for all pupils at Sports Day. * Saint Vincent De Paul provided funding towards our Children's Day, the launch of our new House Saints and our P7 Residential trip. * All pupils who attend school by taxi were given an opportunity to attend the Summer Fayre before leaving school. * All P6 Children completed their PFFA Community projects where they raise money for charity and make a difference to their community and parish. * All Primary 7 children, who took part, completed their Pope Francis Faith Award Legacy Project where they raise money and make a positive difference to their school. |

**What are the key priorities for improvement in 2024/25**

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.
* SAs to receive input/support from SAC Numeracy Lead and from inhouse trained SA.
* Continue CLPL on the use of assistive technologies to support learners with ASNs.
* Continue to strive towards Reading Schools Accreditation.
* Form collaborative working group to embed a consistent approach to SAR (Phase 1).
* Embed Communication Friendly environment.
* 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.

* Introduce the Nurture Fidelity Model whilst continuing bespoke nurture groups.
* Introduce whole school approach to Zones of Regulation.
* Infant PT to carry out LIAM sessions with identified pupils.
* Upper PT to carry out Talking & Drawing sessions.
* Identified staff to offer Seasons for Growth following refreshed training.
* 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.

Priority 3 – Developing as a community of faith and learning.

* 2025 Pilgrims of Hope – Year of Jubilee. Plans across cluster.
* Laudato Si’ pupil group to meet virtually to agree cluster prayer and to discuss each schools’ approach to positive behaviour.
* Continue to develop the use of our new reflection room within the school for Prayer Services including parish and wider community.
* Support increased number of Cluster Community events that celebrate both Faith and learning and teaching.
* Continue to 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?**

The Head Teacher is on secondment for the session 2024/25 but we are confident that there is a highly skilled team in place to drive forward improvements. The school has very effective strategies in place to monitor and evaluate the impact of changes, which ensure we continue to improve our teaching and learning to enhance outcomes for all children. We are a very strong leadership team and have the capacity within the SLT, class teachers and school assistants to make certain we achieve the best possible outcomes for all our learners.