



St Patrick's Primary School



IMPROVEMENT PLAN: 2019-2020

GREEN – PEF
BLUE – CLUSTER
BLACK – IN SCHOOL



South Ayrshire Council Plan

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

Children's Services Plan

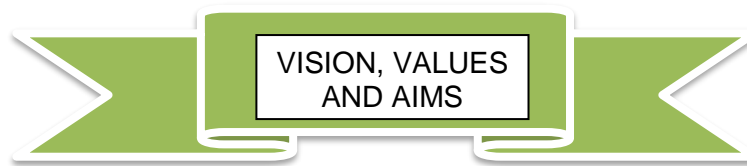
Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan and National Improvement Framework Priorities

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

National Improvement Framework- Drivers

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



Vision

We have a clear vision and values which have been developed with all stakeholders in the 2018/2019 session.

In St Patrick's Primary we strive to provide a secure, happy, caring school in which each child is nurtured and empowered to achieve his/her full potential through effective learning and teaching experiences of the highest quality. We are inspired by our Patron Saint, St Patrick; Christ be beside me in all I say, all I do and all I am.

Values

- As a Catholic school, our Christian Faith and Gospel Values permeates all aspects of our school life. Having revisited our Values in session 18/19 and in consultation with parents, pupils, staff and our local community our new school values are:
 - Respect, Achievement, Faith, Inclusion & Community.**

AIMS

At St Patrick's Primary we strive to;

- To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
- To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.

Priority 1: Improvement in attainment, particularly literacy and numeracy.																								
NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.		HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and achievement																						
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)																				
1.1 Children will make progress from their previous levels of attainment in maths/numeracy	<ul style="list-style-type: none">Learners’ needs identifies through assessment informationStaff use SAC Numeracy StrategyImprove pedagogy in the teaching of maths to raise attainment of all children through CLPL for all staff and applying knowledge gained. (Concrete-Pictorial-Abstract Approach 11.09.19, An Introduction to Bar Modelling 02.10.19, Mathematical Talk and Questioning 23.10.19, Reasoning and Problem Solving 13.11.19, Planning for Depth 04.12.19)Whole school involvement in Maths Week ScotlandMaths and Numeracy Policy to be establishedParental Come Share My Learning	SLT All staff	Aug-June Sept-Dec Sept/Oct Nov	<table><tr><th colspan="4">% Secure or Above at the Relevant Stage: Overall Maths</th></tr><tr><td></td><td>May 18</td><td>May 19</td><td>May 20 (Target)</td></tr><tr><td>P1</td><td>92</td><td>87</td><td>90</td></tr><tr><td>P4</td><td>76</td><td>95</td><td>95</td></tr><tr><td>P7</td><td>70</td><td>79</td><td>85</td></tr></table> <p>Children’s questionnaires at the start and emd of the year – questions within the evaluation to focus in children and parent views of the impact of appropriate interventions on their learning.</p> <p>Classroom and peer observations and feedback linked to the teaching of maths. Pupil Consultation linked to the teaching of maths.</p>	% Secure or Above at the Relevant Stage: Overall Maths					May 18	May 19	May 20 (Target)	P1	92	87	90	P4	76	95	95	P7	70	79	85
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	<ul style="list-style-type: none"> • All staff undertaking professional enquiry supported by Gavin Stalker, Educational Psychologist, linked to an aspect of Literacy or Numeracy – learning from this will be shared within the school and across St John's and St Ninian's to ensure learning that demonstrates impact is shared across the schools. Staff meeting times have been given to this to ensure a thorough 'Test of change' • Targeted Interventions implemented to increase the children's skills in numeracy • Planned Assessments used to provide children with high quality learning and teaching and feedback • Data literate professionals – staff are able to discuss their analysis of the data and identify next steps for individuals • Breakfast club for all pupils but identified families invited to help improve attendance and time keeping • Parent and child homework clubs run after school • Weekly homework tasks at all stages linked to numeracy and maths • Parent and child 'Read, Write, Count' sessions in school 			<p>Test of change feedback and staff sharing impact across schools.</p> <p>Attendance Tracker of individual families. Use of wellbeing web to track the impact of breakfast club. Attendance and late coming figures tracked.</p>
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	<ul style="list-style-type: none">Twitter account to share learning with parents and the wider community			<table><tr><td></td><td colspan="2">Parental Questionnaire</td></tr><tr><td>Agree/strongly agree</td><td>May 19 (%)</td><td>May 20(%) target</td></tr><tr><td>I receive helpful information about how my child is doing.</td><td>88</td><td>90</td></tr><tr><td>The information I receive about how my child is doing reaches me at the right time.</td><td>86</td><td>90</td></tr><tr><td>I understand how my child is assessed.</td><td>67</td><td>80</td></tr><tr><td>The school gives me advice on how to support my child's learning at home.</td><td>84</td><td>90</td></tr><tr><td>The school organises activities where my child and I can learn together.</td><td>90</td><td>95</td></tr></table>		Parental Questionnaire		Agree/strongly agree	May 19 (%)	May 20(%) target	I receive helpful information about how my child is doing.	88	90	The information I receive about how my child is doing reaches me at the right time.	86	90	I understand how my child is assessed.	67	80	The school gives me advice on how to support my child's learning at home.	84	90	The school organises activities where my child and I can learn together.	90	95
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1.2 Children will make progress from their previous levels of attainment in Literacy	<ul style="list-style-type: none">St Patrick's, St Ninian's and St John's to create planned assessments based on the writing 'missions'Staff training on use of South Ayrshire Assessment Framework.Assessments to identify ASN needsPupil Council to focus on teaching and learning in writing using HGIOurS	SLT T.McF	Aug – June	<table><tr><th colspan="4">% Secure or Above at the Relevant Stage: Writing</th></tr><tr><td></td><td>May 18</td><td>May 19</td><td>May 20 (Target)</td></tr><tr><td>P1</td><td>83</td><td>80</td><td>85</td></tr><tr><td>P4</td><td>76</td><td>89</td><td>95</td></tr><tr><td>P7</td><td>70</td><td>76</td><td>85</td></tr></table>	% Secure or Above at the Relevant Stage: Writing					May 18	May 19	May 20 (Target)	P1	83	80	85	P4	76	89	95	P7	70	76	85	
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	<ul style="list-style-type: none"> • Robust gathering of data using 4 stages – varied and reliable approach to assessment, including termly planned assessments. • Data literate professionals – Staff are able to discuss their analysis of the data and identify next steps for individuals. Reviewed at termly tracking and monitoring meetings • P4-7 staff training on Reciprocal Reading • Use of skills progression pathway to support challenge and support groups. • Targeted interventions • Reading wise decoding P4-P6 target pupils • Reading Wise comprehension P6 pupils • Catch up literacy – Targeted Pupils • 5 Minute Box –P1 and P2 • Further Staff and parent workshops on new format for reporting with 4 stages in each level instead of 3. • Regular updates between pupil support teacher and CT • Termly library visits –Troon • Development of dyslexic friendly schools Award • Staff to complete dyslexia module • Use of ICT for dyslexic pupils 	<p>SLT, all staff</p> <p>P4-7 J.McP</p> <p>R.C</p> <p>R.C</p> <p>G.H</p> <p>SLT</p> <p>Whole school</p>	<p>Reciprocal Reading baseline results SWST Nara Neale Analysis comprehension</p> <table border="1"> <thead> <tr> <th colspan="4">% Secure or Above at the Relevant Stage: Reading</th></tr> <tr> <th></th><th>May 18</th><th>May 19</th><th>May 20 (Target)</th></tr> </thead> <tbody> <tr> <td>P1</td><td>92</td><td>80</td><td>85</td></tr> <tr> <td>P4</td><td>82</td><td>89</td><td>95</td></tr> <tr> <td>P7</td><td>78</td><td>94</td><td>95</td></tr> </tbody> </table> <p>Improved confidence in dyslexic readers – attitudes survey</p> <p>Identification of dyslexia</p>	% Secure or Above at the Relevant Stage: Reading					May 18	May 19	May 20 (Target)	P1	92	80	85	P4	82	89	95	P7	78	94	95
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	<ul style="list-style-type: none">• P4-7 to participate in First Ministers Reading challenge																							
1.3 Increased impact of pupil voice groups on school improvement	<ul style="list-style-type: none">• Pupil groups linked to DSYW skill development and evaluated using theme 5 Our Successes and Achievements (HGIOurS)• Pupil groups will create an Action Plan with clear links to talking and listening skills supported by theme 2 Our Learning and Teaching (HGIOurS)• Pupils will have responsibility for a budget linked to addressing actions• Pupils in P5-7 will create and regularly update a wider achievement profile demonstrating skills developed and not the activities undertaken• Cluster pupil voice groups to share good practice linked to HGIOurS themes 2 Our Learning and Teaching and theme 5 Our successes and Achievements• Audit current pupil participation using 4 arenas of participation: in learning, teaching and assessment in opportunities for personal achievement in decision making groups in connection with the wider community	SLT	Sept - June	<table><tr><td></td><td colspan="3">Pupil Questionnaire</td></tr><tr><td>Agree/strongly agree</td><td>May 19 (%)</td><td>May 19 S Agree (%)</td><td>May 20(%) S.Agree target</td></tr><tr><td>My school listens to our views and takes them into account</td><td>96</td><td>45</td><td>60</td></tr><tr><td>I feel comfortable approaching staff with questions or suggestions</td><td>94</td><td>51</td><td>60</td></tr><tr><td>My school is helping me to become confident</td><td>98</td><td>61</td><td>70</td></tr></table>		Pupil Questionnaire			Agree/strongly agree	May 19 (%)	May 19 S Agree (%)	May 20(%) S.Agree target	My school listens to our views and takes them into account	96	45	60	I feel comfortable approaching staff with questions or suggestions	94	51	60	My school is helping me to become confident	98	61	70
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1.4 Children have increased ownership of	Holistic Assessments/Moderation in Literacy and Numeracy	SLT	Aug – June																					

assessments that demonstrate breadth, challenge and application across the 4 contexts for learning	<ul style="list-style-type: none">• Attainment meetings with staff with a focus on what children need to do to close the gap.• Continue to develop a holistic approach to planning learning, teaching and assessment that provides opportunities for application of skills.• Children involved in creating assessments.• CLPL opportunities for all staff• Continue to develop the cluster approach to moderation and how we can support any gaps that we have identified at class, school or cluster level.• Increase opportunities for learners to be actively involved in agreeing success criteria.• Review and improve bundling of E's and O's/CfE Benchmarks.• 2nd level primary and 3rd level QMA staff to assess and moderate pupil work in literacy and numeracy to ensure appropriate pace and progression from P7 to S1			<table><tr><td>Feedback from authority moderation event.</td><td colspan="3"></td></tr><tr><td></td><td>May '18</td><td colspan="2">Target May '19</td></tr><tr><td>Pupil voice is clear within assessments</td><td>No</td><td colspan="2">Full</td></tr><tr><td>Teacher assessments are clear within assessments</td><td>Partial</td><td colspan="2">Full</td></tr><tr><td>Next steps are clear within the assessments</td><td>Partial</td><td colspan="2">Full</td></tr></table> <p>Staff questionnaires and focus groups at the start of the year and end of the year to measure Staff views on their understanding.</p> <table><tr><th></th><th colspan="4">Pupil questionnaire</th><th></th></tr><tr><th>%</th><th>Agree + Strongly agree</th><th>S. Agree</th><th>S. Agree</th><th>S. Agree Target</th><th></th></tr><tr><th>Agree/Strongly agree</th><th>May 18</th><th>May 18</th><th>May 19</th><th>May 20</th><th></th></tr><tr><td>My school listens to our views and takes them in to account.</td><td>81</td><td>32</td><td>SA- 45 A + SA -96</td><td>70</td><td></td></tr><tr><td>I feel comfortable approaching staff with questions or suggestions.</td><td>86</td><td>23</td><td>SA- 51 A + SA -95</td><td>70</td><td></td></tr><tr><td>My school is helping me to become more confident.</td><td>89</td><td>44</td><td>SA- 51 A + SA -95</td><td>70</td><td></td></tr></table>	Feedback from authority moderation event.					May '18	Target May '19		Pupil voice is clear within assessments	No	Full		Teacher assessments are clear within assessments	Partial	Full		Next steps are clear within the assessments	Partial	Full			Pupil questionnaire					%	Agree + Strongly agree	S. Agree	S. Agree	S. Agree Target		Agree/Strongly agree	May 18	May 18	May 19	May 20		My school listens to our views and takes them in to account.	81	32	SA- 45 A + SA -96	70		I feel comfortable approaching staff with questions or suggestions.	86	23	SA- 51 A + SA -95	70		My school is helping me to become more confident.	89	44	SA- 51 A + SA -95	70	
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Priority 2: Improvement in children and young people's health and wellbeing				
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What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
2.1 To ensure positive outcomes for pupils new ASN guidance will be implemented successfully across the school	<ul style="list-style-type: none"> Greater scrutiny around the tracking of progress through interventions and CfE levels linked to pupil progress files Create a number of parental leaflets highlighting supports that are available for both children and families and greater access for parents to request a support (parental request for assistance) New reporting strategy implemented – see reporting strategy summary document	All staff	Aug - June	Wellbeing web Wellbeing Assessments Pupil, staff and Parent questionnaires

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2.2 Building Mental Health and resilience	<ul style="list-style-type: none">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 WellbeingIncrease and enhance the family after school supports	All staff	Oct - June	Parent survey Wellbeing Web SNSA and GL assessments. Staff and Pupil Questionnaires Strengths and difficulties questionnaire (SDQ) Self-esteem Questionnaire																		

	<ul style="list-style-type: none">Train staff on the use of ‘sketch note’ to articulate a learners journey			Recording of CfE /SNSA/attendance/SI/FSM Planning sheet-daily and weekly evaluations-targets to be linked with class teacher targets. Use of HWB Indicators-SHANARRI Evaluation of Staged Intervention Targets								
2.3. Improved and sustained attendance of PEF cohort	<ul style="list-style-type: none">Train all SLT and office staff on the new attendance formatAttendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendanceUse the request for assistance process to access supports for families who require outside agency supportAttendance to be discussed at the termly tracking meetings	SLT & Staff at tracking meetings	Weekly and Termly meetings	Attendance data for school, authority and nationally <table><tr><td>Year</td><td>Attendance</td></tr><tr><td>2018</td><td>95%</td></tr><tr><td>2019</td><td>95.2%</td></tr><tr><td>2020</td><td></td></tr></table>	Year	Attendance	2018	95%	2019	95.2%	2020	
Year	Attendance											
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2.4 Increase the number of children participating in competitive sport opportunities	<ul style="list-style-type: none">Build capacity within parents to run and support after school clubs and initiatives.Continue to assist with the preparation of reports relating to active schools, compile and maintain appropriate statistical information, registers and records	L.May	Ongoing	FitQuest reports Wellbeing assessments Staged Intervention evaluations Pupil and parents feedback								

	<ul style="list-style-type: none">Develop a programme of activities for children to participate in during break and lunchWork with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sportAchieve Gold Sports Scotland Award																			
2.5 Increase participation in residential trips for children in Deciles 1 and 2 or children in receipt of free school meals.	<ul style="list-style-type: none">Continue to identify and use PEF money to support children and families to access residential tripsWork with Active Schools to see how we can support free access for some children to attend clubs in their local area out with school	SLT	September & June	<table><tr><td colspan="4">School trip + community activities data</td></tr><tr><td>SIMD 1 and 2</td><td>June 18</td><td>June19</td><td>June 20</td></tr><tr><td>P6 Residential Trip</td><td>100%</td><td></td><td></td></tr><tr><td>P6 Residential Trip</td><td>100%</td><td></td><td></td></tr></table>	School trip + community activities data				SIMD 1 and 2	June 18	June19	June 20	P6 Residential Trip	100%			P6 Residential Trip	100%		
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Priority 3: Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
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3.1 Children will develop skills for learning, life and work as an integral part of their education and are clear about how all their achievements relate to these.	<ul style="list-style-type: none"> Continue to develop and enhance the Pupil Voice/DYW programme offered in school Map the DYW Career education standards with CFE outcomes for Pupil Voice Raise the profile of STEAM initiatives within the school Creative progressive STEAM opportunities throughout the School. Encourage parents to support and enhance this provision STEAM/DYW showcase event 	All staff	Aug - June	<ul style="list-style-type: none"> During focus groups children can identify key transferable skills for employment The Wider Achievement tracking document at stage and school level - Awards, personal statements/achievements Increased confidence in computing skills through using the digital tools, tracked using the authority technologies planners and assessments and feedback on improvements from QMA <p>Children will be able to confidently articulate what skills they are learning for life and work</p>

Priority 4: Serving the Common Good using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work.

NIF 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		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																											
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4.1 To promote Life and dignity of the human person Q.1. 2.1, 3.1	<ul style="list-style-type: none"> Working party to develop a cluster Rights Respecting Policy including anti -bullying and behaviour and Rights Respecting God’s loving plan to be delivered to all classes from P1-7 Peer Mentoring Restorative Practice 	Joanne (St John’s) Jackie(St Ninian’s) L.May (St Pat’s)	Aug-June	Through questionnaires all staff, visitors and members of the school community can clearly see that our anti bullying practice is based on the faith life of the school. Parents and Pupils feel that bullying is dealt with well. <table> <tr> <th></th><th colspan="2">Parent survey</th><th colspan="2">Pupil Survey</th></tr> <tr> <th></th><th>May 19</th><th>Target 20</th><th>May 19</th><th>Target 20</th></tr> <tr> <td>The school deals well with bullying</td><td>70%</td><td>85%</td><td>60%</td><td>85%</td></tr> <tr> <td>Other pupils treat me fairly and with respect</td><td></td><td></td><td>94%</td><td>100%</td></tr> <tr> <td>I feel that my child is safe in school</td><td>100%</td><td>100%</td><td></td><td></td></tr> </table>		Parent survey		Pupil Survey			May 19	Target 20	May 19	Target 20	The school deals well with bullying	70%	85%	60%	85%	Other pupils treat me fairly and with respect			94%	100%	I feel that my child is safe in school	100%	100%		
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<p>4.2 An increased call to family, community and participation</p> <p>Q.1 2.5, 2.6, 2.7</p>	<ul style="list-style-type: none">• Parent council events throughout the year such as Christmas Fair etc.• Parent and child workshops• Pope Francis Faith Award• Cluster Carols by Candlelight• House Captain Elections	L.M(ST. Pat's), M.I (St. Cuthbert's) L.McK(Sacred Heart)	Aug-June	<p>Increased attendance at parent workshops. Increased number of children achieving Pope Francis Faith Award.</p> <table><tr><td></td><td colspan="3">Pope Francis</td></tr><tr><td></td><td>May 18</td><td>May 19</td><td>Target 20</td></tr><tr><td>% of pupils achieved</td><td>55%</td><td>100%</td><td>100%</td></tr></table>		Pope Francis				May 18	May 19	Target 20	% of pupils achieved	55%	100%	100%
	Pope Francis															
	May 18	May 19	Target 20													
% of pupils achieved	55%	100%	100%													
<p>4.3 Children will have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools.</p> <p>Q.1 1.2, 2.1, 2.2, 3.2</p>	<ul style="list-style-type: none">• Education Scotland ‘Recognising and realising children’s Rights• Pupil Council• Eco Group• Playground buddies• Missio work P1-6• P7 SCIAF	J.W S.S(St Ninian's)		<p>Children have increased confidence in articulating their rights. Eco group attain Green Flag P7 /S1 links established through SCIAF joint working. Children feel supported through Playtimes and lunchtimes by peers or buddies.</p>												
<p>4.4 Children understand the dignity of work and the rights of workers</p> <p>Q.I. 1.2, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none">• Parent workshops• P7 go to work days• Industry visits• Vocations week• Catholic Education Week• Rights Respecting School• DSYW• Transition World of Work at QMA for pupils and Parents	J.McP (St. Ninian's, R. McC, Sacred Heart, R.P St. John's)	Aug-June	<p>Workshops are well attended Children have a greater awareness of ‘Religious’ and teaching as Vocations Children and parents have a greater understanding of the links between aptitudes and interests within the primary curriculum and subject choices leading to future careers.</p>												
<p>4.5 Option for the poor and vulnerable</p> <p>Q.I. 2.1, 2.4, 2.5, 2.6, 2.7, 3.1</p>	<ul style="list-style-type: none">• Breakfast club• Uniform bank• ‘Donations’ for school trips• Saint Vincent De Paul• Missio• God’s Loving plan• PEF	T.R St. J with N. McN St.N, A. McG St. P and A.C, Sacred heart.	Aug - June	<p>Greater knowledge of families coming in to school in P1 and any barriers to their achievement. Daily breakfast club improving learner readiness and late coming Feedback from parents that families who require financial support given timely support or advice.</p>												

4.6 Solidarity Q.I. 2.6, 2.7, 3.1, 3.2	<ul style="list-style-type: none"> • R.E. Lessons • SCIAF and Missio • Pupil Groups • Assemblies • Aid to the Church in Need 	H.B + C.S St. J, L.May St. Pat's	Aug - June	Increased involvement with Friends of the Holy Land both within school and within their own time. Reflected in the Pope Francis Faith Award.
4.7 Care for God's creation Q.I. 2.6, 2.7, 3.1, 3.2	<ul style="list-style-type: none"> • School Garden project • Eco School • Pupil Groups 	S.G St Pat's	Aug-June	Maintain Green Eco Flag Status