



Standards and Quality Report for St. John's Primary

Introduction

At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be. We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.

We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.

We pride ourselves on our achievements and continually strive to improve our high levels of attainment.

We work closely with our Parent Council who meet regularly throughout the year and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.

Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

Values

As a Catholic school our Christian Faith permeates all aspects of our school life. Therefore as a school, we ensure pupils are Faith Filled, promoting Honesty, Respect and Responsibility.

As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others.

We value the contribution and support of our parents and local community.

We encourage the active involvement of parents in their child's education and learning.

As a RRS 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.

Aims

In St. John's we aim to:

* be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.

* enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.

* empower children to become confident individuals, which will be shown, in the way they relate to others, in being truthful and in the way they manage themselves.

* develop pupils in becoming responsible, respectful citizens, citizens who are proud of their own and others heritage.

* become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.

* create a positive school ethos where learning is exciting and stimulating, where all are encouraged to **"Aim High"**

Context of the school / early years centre

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 Coyllton, Mossblown, Annbank, Alloway, Doonfoot, Tarbolton and the town of Ayr. The school is due to have a full refurbishment starting in April 2018. The school is on a single level allowing easy access for all its users. The current roll is 297. Staffing for this session is 17.2 including the Head teacher, Depute Head teacher and two Principal Teachers. The FME in P4-7 is 33% which is above the authority average. There is an increasing bi-lingual community with just over 10% (32) bi-lingual children which are mainly native Polish speaking families.

What key outcomes have we achieved?

School Priority 1 : To raise awareness of South Ayrshire Council and Education Service Improvement planning 2014-2017	
NIF Priority:	Links to HGIOS 4
<p>Progress and Impact Staff have a greater knowledge of the Strategic Objectives and Outcomes of South Ayrshire Council Plan 2104-2017 Staff are more confident in implementing the Education Service and Improvement Planning 2014-2017 Strategic Outcomes Staff are beginning to Implement the Children and Young People’s Act in particular the implications of the Single Plan and Named person Staff are becoming familiar with the Developing Scotland’s Young Workforce (3-18) initiative.</p> <p>Next Steps All staff will be engaged in discussions around the impact of the PEF. As a school we will further develop our tracking and monitoring processes to ensure we can measure impact of the PEF and look to close the poverty related attainment gap. All staff will implement in August the new management guidelines for pupil support including the use of SEEMIS to support the Staged intervention process and the new Wellbeing application.</p>	
School Priority 2 : Cluster Improvement Plan	
NIF Priority:	Links to HGIOS 4
<p>Progress and Impact We identified children from across the cluster who staff believed to be 2nd level secure by March to attend the QMA Maths department to work on third level outcomes. This provided an opportunity to look at how high attaining children were performing across the cluster and to see if there were any specific gaps in their learning. It was a useful moderation exercise and feedback will be used to look at how certain organisers are taught and applied in real life contexts. It will also support transition purposes as there should be a smoother transition to 3rd level outcomes for this group. The cluster media group was successful in upskilling P7 teachers and increasing motivation levels in the primary 7 children around Literacy and English. Staff have greater skills in using ‘media’ effectively to deliver specific outcomes. The cluster approach ensured that this work was carried into activities on the bump up days and will be used as a focus at the start of First year in August. Following feedback from last session the cluster transition days were full days which combined both sport and academic opportunities for children. Pupil questionnaires stated that they felt more confident in moving to QMA as they had met more of the teachers and had a better idea of the layout of the school. An enhanced transition programme led by the PT of pupil support developed stronger links with QMA for those children requiring extra support.</p> <p>Next steps To build on the success of the maths project and in session 2017/2018 look to 2nd level staff in the primaries moderating literacy and numeracy activities with secondary colleagues at 2nd and 3rd level.</p>	
School Priority 3 : Learning and Teaching	
NIF Priority:	Links to HGIOS 4
<p>Progress and Impact We continued to develop an in-house cluster and satellite, staff CLPL programme which promotes good practice and ensures continued progress in skills and best practice pedagogical approaches. In particular we used these sessions to support data analysis by staff and to look at implementing Number talks and the 3 Read approach. Staff were willing to share ideas and resources and the CEM assessments highlighted an improvement in mental agility. Staff across the school, cluster and the authority engaged in high quality moderation activities to raise expectations and standards. In St. John’s we worked across stages to monitor planning, assessments and pupil progress. Staff swapped classes to deliver lessons and then discussed expectations, pace and pupil performance following these lessons. Staff across the school moderated the validity of planned Assessment following Learning opportunities and supported their colleagues to up level where required.</p> <p>Next Steps Continue to engage with the authority moderation process and work across stages in the school to monitor and</p>	

moderate assessments, pace and challenge.

School Priority 4: Curriculum

NIF Priority:

Links to HGIOS 4

Progress and Impact

The school has implemented the 7 curriculum frameworks provided by South Ayrshire working groups and is evaluating the RERC framework in line with 'This is Our Faith and God's Loving Plan.

The literacy working party introduced a new writing resource 'Oxford Owl Big Writing Adventures' which is an approach to teaching and assessing writing within relevant contexts. It provides a whole school framework that is naturally differentiated to move seamlessly across ability ranges through the use of individual and small group tasks as well as whole class sessions. Each year group work their way through a variety of missions which revisit tools for writing but also provide children with the confidence to experiment with new vocabulary and achieve higher level conversations about language. The numeracy working group, worked alongside the development officer to implement 'Number Talks' across the school. All staff attended training sessions appropriate to their level. They introduced this to their class and worked collegiately with their stage partner to develop children's confidence and ability in number and using the four operations mentally. The main aim of this resource is to increase the speed and accuracy of mental calculations through daily practise.

At school, authority and cluster level moderation activities have been undertaken to ensure more robust assessments of achievement of a level.

Pupils were identified through discussions with class teachers, parents, SLT, support assistants and pupil support teachers who would benefit from engaging in 1 to 1 sessions. These were carried out with either support assistants or pupil support teachers with their parents observing and taking part. The objectives of these sessions were to address concerns and difficulties parents and school staff had identified with the pupil extending their learning and development beyond the school environment into the home. A variety of activities and successful strategies were demonstrated across a range of curricular areas designed to increase pupil engagement and parent confidence as well as understanding. Parents reported feeling less anxious and more empowered to support their child in a strong and meaningful way. Sessions were repeated at regular intervals across a number of months giving parents, pupils and staff the opportunity to reflect on the impact and success of each activity or strategy.

Next Steps

As a cluster we will be looking at matching the benchmarks in Social Studies to the Curriculum framework that was produced.

As a school and cluster we will be focusing on moderation of a level and through a level. We will be developing a bank of literacy and maths/numeracy 'holistic' assessments.

We have identified a gap in our use of new technologies and we will be focusing on the technologies framework to look at how we can support staff, pupils and parents effectively.

School Priority 5: Self-Evaluation

NIF Priority:

Links to HGIOS 4

Progress and Impact

Cluster SLT meetings have supported all staff's ability to effectively self-evaluate and set next steps/targets. The new pro forma for the school improvement plan has ensured that targets for children and staff are more rigorous for session 2017/2018.

As a cluster we have looked in depth at the new quality indicators in HGIOS4 and in particular how to move from parental involvement to parental engagement and data analysis across the cluster in particular at P7 for transition purposes.

Staff have developed greater skills in using data to measure the impact of initiatives or individual progress.

Next Steps

Ensure identified cohorts are tracked to measure impact of any PEF initiatives. More opportunities to evaluate the life of the school with parents, wider agencies and partners.

All staff to become more confident in the use of HGIOS 4.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>We have recently reviewed our school vision with staff and pupils in light of local and national priorities. In August 2017 we will consult with our parents and Parish community. All staff have a very clear understanding of the social, economic and cultural context of the local community and the impact on the community of current educational policy. Staff used this knowledge well to shape the vision for the school and identify priorities from the PEF funding. During session 2017/2018 we will continue to work on further developing the systems we have put in place with the following as priorities: -</p> <ul style="list-style-type: none"> • Raising attainment in Literacy and Numeracy • Improvement in children's health and wellbeing • Developing as a community of Faith and Learning <p>This decision was taken after consultation with staff, parents, cluster SLT and pupils. Through effective leadership at all levels we believe that we work hard to make our vision a reality for children and families.</p> <p>All staff and members of the Parent Council will be given an electronic copy of the Improvement Plan and it will be displayed in the school reception area to record progress as well as on our School Website. As it is a working document, a copy will be put on the staffroom notice board so that it can be annotated as we progress through.</p> <p>Pupils will write a pupil friendly version that will be sent out to all children linked to the Rights of Children.</p> <p>Strategic planning for continuous improvement</p> <p>Leadership opportunities are identified for staff through their PDR and an annual questionnaire about their future ambitions and areas of interest. The senior leadership team discuss this information and determine appropriate opportunities and appropriate CLPL for staff at school, cluster, authority and national level. Currently we have a member of the SLT undertaking the SCEL 'Into Headship' Qualification and two further SLT members undertaking the cluster and local authority leadership programmes.</p> <p>Working groups and staff meetings always have a focus on impact for pupils and on raising attainment in literacy and numeracy. For session 2016/2017 each working group/staff meeting was linked to a particular QI and progress audited at regular intervals. We feedback this audit information to all stakeholders through curriculum events, letters, Parent Council meetings, Pupil Council meetings, assemblies, etc.</p> <p>As a staff, we used HGIOS4 to self-evaluate our work and the impact it has had on the children's learning. We used SWOT analysis to ensure that the plan is evaluated thoroughly and next steps identified.</p> <p>All stakeholders' views were audited throughout the session through questionnaires and focus groups to gauge the impact of the Improvement Plan and identify next steps.</p> <p>Our self-evaluation tools and stakeholders' questionnaires will form the basis for our evaluations and next steps.</p> <p>Implementing improvement and change</p> <p>SLT remits have very clear responsibilities and the SIP objectives are linked to lead personnel. The leadership team changed unexpectedly at the start of the session which meant a number of changes both short and longer term to remits which slowed the progress in some initiatives. School assistants have undertaken extensive training in areas such as Nurture, De-escalation, Restorative Practice, Three read and the 5 minute box. This has had a significant impact on the attainment and achievement of identified children and all school assistants fed back at their PDR that they feel more equipped to carry out their roles and responsibilities.</p> <p>Overall the school has effective strategies in place to monitor and evaluate the impact of change. We have the capacity within the SLT, class teachers and school assistants to ensure we further develop our tracking, monitoring and implementation of initiatives to improve attainment for children linked to PEF.</p>

<p>2.3 Learning, teaching and assessment</p>	<p>Learning and engagement Pupil surveys suggest that overall children are happy and enjoy being in school. Classroom observations by SLT and peer observations identified a clear consistency of practice across the school and identified that most children in all classes are motivated and on task. The introduction of academic boost groups including a cluster 3rd level maths group identified through CEM, GL assessments and CfE data has increased our CEM assessment results in numeracy at P7. Following training after Christmas, Boxall profiles were used to identify pupils for TIG (Targeted Intervention groups) and have supported almost all identified children to achieve their SMART target. We have increased our use of digital technologies through the introduction of I-pad Apps and Scratch (programming) to support learning styles and offer a variety of approaches. Next session we plan to pilot the use of I-Pads in primary 1 for profiling. On a Friday we offer electives from primary 2 to primary 7 and children work across First or Second level. Children cover the same outcomes but are able to ‘opt in’ to which learning context they would prefer such as all children learning about Transport and groups offered were trains, planes, boats or space. The children where possible also visited the airport and travelled by train to enhance these electives. Children’s evaluations of electives highlight their enthusiasm for personalisation and choice and for our partners who supported our electives such as the Prestwick Tennis Centre and Drama groups.</p> <p>Quality of teaching Classroom observations carried out by the SLT and Trios confirmed our understanding that there was a clear consistent approach to curriculum rational and an improved consistency across the school from staged working. In almost all classes children are well supported and there are high expectations from staff, children and pupils. There are high expectations of all children, during tracking meetings most teachers predicted 85% of the children would achieve the relevant CFE level for their stage which is a significant increase on the previous year. There was a significant investment this year in new smartboards and interactive whiteboards and in the introduction of I-Pads. The use of I-pads during pupil support sessions and electives has seen an improvement in motivation and mental maths skills. Primary 7 trialed a media transition project which increased IT and literacy skills using I-Pads and resulted in one of the P7 groups winning the cluster film making project. Children with additional support needs feel that I-pads and Apps have helped their ability to participate in a number of literacy and numeracy activities that they had previously found very challenging.</p> <p>Primary 1 to 7 staff have undergone training in the use of Blooms taxonomy and the use of thinking skills and higher order skills. This is an area that we wish to develop further next session. The use of AFL sheets have helped children and staff to improve their evaluative comments and planned next steps. Further training will be provided on evaluative language.</p> <p>The school numeracy development officer implemented ‘Number talks’ throughout the school and supported staff through CLPL and modelling teaching number talk strategies. Teachers have reported that they feel more confident in this and early indications within CEM and GL suggest that children have increased confidence in using the strategies but require further support in completing within a set time. Staff were supported through practitioner enquiry approaches to provide opportunities to refresh pedagogical practice to ensure continuous improvement.</p> <p>Effective use of assessment Our school AMF (Assessment and moderation facilitators) and national QAMSO ensured that there was a strategic plan for developing assessment and moderation approaches in line with advice from Education Scotland. All teaching staff participated in moderation at cluster and local authority level. The feedback from the local authority event highlights that our assessment exemplars were accepted as examples of achievement in a level. We use a range of assessment approaches such as formal assessments and we use make, say, do and write to ensure that children have appropriate opportunities to fully demonstrate and share their learning. Next session we will continue to look at ‘holistic assessments’ and moderation throughout a level.</p>
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	<p>Planning, tracking and monitoring</p> <p>All staff utilises the South Ayrshire Curricular planners for the 7 curricular areas and ‘This is our Faith’ and ‘God’s Loving Plan’ for RERC.</p> <p>The SLT (Senior Leadership Team) analyse data effectively to track progress throughout an academic session and over time. Tracking meetings with the head teacher and depute head teacher have been more rigorous and robust and have had a greater focus on data analysis to determine where children or staff require support. Information from these meetings is fed into decision making meetings with pupil support teachers and school assistants.</p> <p>Staged Intervention paperwork is moderated across the stage and across the school at staff meetings and feedback provided to staff.</p> <p>At TAC meetings, teachers and school assistants are part of the feedback process to parents and other agencies and report clearly on achievements and next steps for pupils, parents and the school.</p> <p>Overall, the SLT provides strategic direction in the analysis of assessment and tracking information across the school. Through the S.I.P. we will be developing a clear Raising Attainment Strategy directly linked to PEF (Pupil Equity Fund)</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing</p> <p>All staff have undertaken Child Protection, RRS, Nurture and Restorative Practice training supported by our link educational psychologist to ensure a shared understanding of wellbeing and the rights of children. This has ensured that staff and children are developing their emotional literacy in expressing their thoughts and feelings. Our policies are clearly linked to RRS, GIRFEC and on-line safety advice and promote a positive approach to the values and ethos of the school. Pupil surveys state that almost all children feel safe and cared for in school and know who to go to if they need help.</p> <p>Pupil Groups ensure that Pupil Voice is heard and acted upon. Pupil groups contribute to the actions within the school improvement plan and shape decisions that are made.</p> <p>Pupils participate in a variety of Electives, empowering them to choose an area which interests them, raising confidence and self-esteem and allowing children to bring their own ideas to their group.</p> <p>With the achievement of Rights Respecting School, Level 2, we have developed global citizenship for all through systematic curriculum mapping of topics and rights based learning. We have considered and achieved planning of Global Citizenship and sustainable development through consideration of the liturgical calendar and curriculum structure, teaching rights throughout. We continue to work on the basis of local, national and international charities, supporting causes chosen in collaboration with pupils, staff and parents. Pupils have linked their knowledge of rights to world affairs, campaigning in public for their rights. Next year pupils will build on current strengths in campaigning for the rights of others by joining Unicef’s Outright campaigning network. Pupils will also become more familiar with, ‘The Launchpad’, an online programme which helps to embed the rights of the child.</p> <p>Through a variety of strategies, the wider community have been informed about our Rights Respecting journey, using the school website, newsletters, departmental assemblies and performances for parents.</p> <p>Pupils are well informed and have ongoing access to a range of supportive information to ensure that they are in a position to make wise choices about their own wellbeing, such as visits from the school nurse, visits by police and a presentation about the importance of the SHANARRI wellbeing indicators by a local theatre company.</p> <p>As a school, we maintain an ethos where all children are valued and supported, ensuring that all pupils know the rights of children and how we all respect these rights in and out with school. Rights are at the heart of our school’s work to build strong relationships and in its systems and structures for resolving conflicts and responding when things go wrong. The language of respect for rights is embedded throughout the school.</p> <p>Nurture groups and TIG’s (Targeted Intervention Groups) have provided much needed social</p>

and emotional support to groups of children throughout the school. Staff show an increased confidence in the 6 principals of Nurture: Children's learning is understood developmentally, the classroom offers a safe base, the importance of nurture for the development of wellbeing, language is a vital means of communication, all behaviour is communication and the importance of transition in children's lives. Staff are more confident in using and analysing Boxall Profiles in order to identify children and their specific, individual needs. Staff have used their Nurture training effectively in supporting children within Nurture groups and TIG's. Groups have been very successful this year with notable differences in how children respond to certain situations, hence raising attaining, self-worth and empathy towards others. As a staff, we will continue to support children, ensuring next year that pupil's targets and progress continue to be effectively tracked and monitored and that pupil views are recorded throughout the year. We will continue to work closely with parents to update regularly on progress, ensuring the handover of positive feedback.

The free breakfast club ensures that all children are able to access a healthy snack before they start school each day. Our breakfast club is very well attended and has had very positive reports from both children and adults. An afterschool club aimed at different age groups runs most days after school and throughout the year. The successful introduction of parent and child tennis this session led to a further staff, pupil and parent afterschool club, 'couch to 5k' which culminated in a sponsored 5k run to raise money for Yorkhill Children's Hospital, which a number of our families have had personal experiences with.

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 and Health and Safety.

We are beginning to use the new South Ayrshire Staged Intervention process and the SEEMIS Wellbeing assessments to ensure that appropriate trackable targets are made for children.

Inclusion and equality

Through data analysis we have been identifying any issues with gender inequality such as differences in reading results and writing between boys and girls. We have started to address this through the new writing materials which provide weekly missions and through the new reading resources that we have bought in as age appropriate supported reading material. We use the ICE pack to support children's social and emotional learning with lessons on 'celebrating difference, accepting people, equal opportunities and stereotypes and discrimination.

3.2 Raising attainment and achievement

Attainment in literacy and numeracy

CfE 2015-16 Percentage of children achieving CfE Level: Overall Mathematics

School	Early Secure or above (P1)	First Secure or above (P4)	Second Secure or above (P7)
St John's PS	92	72	78

CfE - 2015-16 Percentage of children achieving CfE Level: Reading

School	Early Secure or above (P1)	First Secure or above (P4)	Second Secure or above (P7)
St John's PS	89	76	71

CEM assessment scores

St. John's	Session	Average Reading	Average Mental Arithmetic	Average General Maths
P3	2015-16	102.2	102.3	100.2
P5	2015-16	99.1	93.1	90.8
P7	2015-16	93.6	89.0	90.4

Overall, almost all children in primary 1 have achieved early level secure by June. Most children in Primary 4 and primary 7 achieved their appropriate levels in June. The average score for P3, P5 and P7 is 100 therefore in primary 3 children are achieving well with a slight dip in primary 5. At primary 7, mental maths was an area that we worked on this session and will continue to engage with the number talk's initiative to improve scores in this area.

Attainment over time

In primary one over the last 5 years there has been a significant improvement in the primary 1 start and end figures. In 2014/2015 and 2015/2016 the end figures were all above 50. With end scores in mathematics in 2015/2016 of 55.

St. John's PS	2011/12		2012/13		2013/14		2014/15		2015/16	
	Start	End								
Maths	42.6	46.0	44.7	47.5	45.0	46.3	47.7	50.1	47.2	55.0
Phonics	44.3	47.5	46.5	49.3	49.6	48.7	53.8	53.3	47.3	51.2
Reading	44.2	46.2	45.5	48.7	44.8	47.5	46.0	51.1	45.6	51.7

CfE - Percentage of all children (P1+P4+P7) who are secure or above at the appropriate key stage: Literacy

	2013/14	2014/15	2015-16		
	Overall Language	Overall Language	Reading	Writing	Listening and Talking
St John's PS	62	70	77	65	73

CfE - Percentage of all children (P1 + P4 + P7) who are secure or above at the appropriate key stage: Overall Maths

School	Overall Mathematics		
	2013/14	2014/15	2015/16
St John's PS	81	79	83

Attendance

	2011/12	2012/13	2013/14	2014/15	2015/16
St John's PS	94.6	93.3	94.1	92.9	94.1

In St. John's primary we have a significant number of parental holidays which impacts on our overall attendance. Our attendance figures fluctuate year on year partly due to the large number of Polish families who return to Poland for a few weeks to prepare and then celebrate the Sacrament of First Holy Communion.

Overall quality of learners' achievement

100% of our primary 7 pupils achieved the Award of Ambition and spoke confidently at the award ceremony about the impact of this award on their learning. 100% of primary 7 pupils achieved the Pope Francis Award, with 5 children achieving the Parish commendation and 1 achieving a Faith commendation.

Our primary 7 relay team won the cluster relay competition at Dam Park and the primary 7 girls won the South Ayrshire schools 4 x 100m relay. We track and monitor participation levels of pupils attending school clubs and after school clubs and we track year on year the opportunities that classes and stages have had to ensure a fair identification of opportunities for each class.

Achievements are shared every week at departmental and House Assemblies and at our annual Prize giving at the Valedictory mass in the Cathedral.

	<p>All achievements and opportunities are tracked at class, stage, school and year on year to ensure that all pupils have access to a wide variety of opportunities over the 7 years with a clear focus on Equity rather than Equality.</p> <p>Following feedback from parents about the sharing of children's experiences and achievement's all staff have been trained on using Twitter and a school account has been set up.</p> <p>Equity for all learners</p> <p>Due to rising costs of residential trips and issues around health and safety the school consulted parents on changing the format of these with P6 no longer attending a residential trip but having a 3 day ski trip instead and P7 attended a residential trip closer to home at a reduced cost. This allowed the school to part fund these trips and provide greater support to families in receipt of free school meals or who live in deciles 1 and 2.</p> <p>To allow pupils to access to afterschool clubs and to the school show rehearsals and performances at Belmont Academy the school funded taxis to transport the children home.</p> <p>The primary 7 enhanced transition group worked with the CLD team (Community Learning and Development) to develop an area of the community. They identified the graffiti in the adjacent skate park as being offensive to children and worked to design and then respray paint to make the area more children friendly. They worked for 9 weeks on the project and developed a number of life skills such as team work and budgeting.</p> <p>Pupil support parent, teacher and pupil 1 to 1 sessions ensured parents could talk about any concerns they had and could be provided with support material and activities to continue learning at home.</p>
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What are the key priorities for improvement in 2017/18?

- Raising attainment in Literacy and Numeracy
- Improvement in children's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- Developing as a community of Faith and Learning
- Improve attendance in line with South Ayrshire averages
- Move from parental involvement to parental engagement

What is the capacity for improvement?

The school has effective strategies in place to monitor and evaluate the impact of changes. We have the capacity within the SLT, class teachers and school assistants to ensure we further develop our tracking, monitoring and implementation of initiatives to improve attainment for children linked to PEF.