



St. John's Primary School

IMPROVEMENT PLAN: 2018-2019

GREEN – PEF
PURPLE – SATELLITE
BLUE - CLUSTER

VISION

- At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be
- We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens
- We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff
- We pride ourselves on our achievements and continually strive to improve our high levels of attainment
- We work closely with our Parent Council who meet regularly throughout the year and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school
- Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

VALUES

- As a Catholic school our Christian Faith permeates all aspects of our school life. Therefore as a school, we ensure pupils are Faith Filled, promoting Honesty, Respect and Responsibility
- As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others
- We value the contribution and support of our parents and local community
- We encourage the active involvement of parents in their child's education and learning

AIMS

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"

South Ayrshire Council Plan

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

Children's Services Plan - Draft

- 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

- The proportion of young people and adults with relevant qualifications is increased.
- Effective early years and early intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and lowest achievers is narrowed
- We look after our most vulnerable children and families
- Land and building assets are well maintained, fit for purpose and affordable
- A flexible workforce with the skills and knowledge to deliver services efficiently and effectively

National Improvement Framework

- 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 people

- Using effective pedagogy based on research
- Staff reflect on their own practice and work collaboratively with others to share practice – both within their stage groups in school, across the cluster and across our Raising Attainment for All Satellite Group at the 'Lighting up Learning' event – looking inwards, outwards and forwards. The 'Lighting up learning' event will be led by pupil support teachers and school assistants with a clear focus on interventions for equity
- As part of the event staff would have the opportunity to discuss and share effective strategies for individuals or groups of children who are underachieving
- Taxis will be provided for identified families to improve attendance, timekeeping and provide access to breakfast club and afterschool activities
- EAL children and families to be supported through the greater use of translation services and EAL parent forums within the school
- Parent and child workshops and homework clubs run throughout the school day and after school
- Weekly homework tasks at all stages linked to numeracy and maths
- Parent and child 'Read Write Count' sessions in school during access hour
- Twitter account to share the learning with parents and the wider community

L.G

J.McC

T.R

Pupil Support

Evaluations from the 'Lighting up Learning' event – questions focused on the impact of new initiatives on attainment for children.

Attendance tracker of individual families. Use of the wellbeing web for individuals to track the impact of breakfast club and taxi.

	Parental questionnaire	
Agree/Strongly agree	May '18	Target May '19
I receive helpful information about how my child is doing.	92%	95%
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.	89%	92%
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.	89%	95%

<p>1.2 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Writing.</p>	<ul style="list-style-type: none"> Working party to match Big Writing to CfE frameworks and Benchmarks and create AFLs for assessment St. John's, St. Ninian's and St. Patrick's to use 2 staff meeting times for moderation of writing. – 'Mission will be agreed in advance' Working party for reading to look at reciprocal reading from P5-P7 Working party to look at what SNSA is assessing in Grammar and Punctuation and how it links to our current pathways and resources Quality professional dialogue Collaborative approaches Sharing good practice Data literate professionals Using effective pedagogy based on research 	<p>H.B</p>		<table border="1"> <thead> <tr> <th colspan="3">CFE Levels</th> </tr> <tr> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>May '18</th> <th>Target May '19</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td></td> <td>85%</td> </tr> <tr> <td>P2</td> <td></td> <td>85%</td> </tr> <tr> <td>P3</td> <td></td> <td>85%</td> </tr> <tr> <td>P4</td> <td></td> <td>85%</td> </tr> <tr> <td>P5</td> <td></td> <td>85%</td> </tr> <tr> <td>P6</td> <td></td> <td>85%</td> </tr> <tr> <td>P7</td> <td></td> <td>85%</td> </tr> </tbody> </table>	CFE Levels			Writing				May '18	Target May '19	P1		85%	P2		85%	P3		85%	P4		85%	P5		85%	P6		85%	P7		85%
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<p>1.3 Increased impact of pupil voice groups on school improvement.</p>	<ul style="list-style-type: none"> Each pupil group will have a clear remit in their areas of responsibility linked to the school improvement plan + skills that they are developing through the group Pupil groups will create an action plan with clear links to talking and listening skills Pupils will have responsibility for a budget linked to addressing actions Opportunities to develop emotional literacy through pupil groups Cluster working with pupil groups sharing good practice linked to HGIOS 	<p>J.W</p>		<p>80% of children surveyed can discuss how their pupil group has had a positive impact on the school.</p> <p>80% of all children will develop appropriate skills whereby they can express opinions, reflect on experiences and influence the decision making process.(talking and listening skill framework)</p> <p>80% of identified PEF children develop skills of reflective thought empowering pupils to empathise with others, to appreciate different points of view and to solve problems. (Boxalls)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Pupil questionnaire</th> </tr> <tr> <th>Strongly agree</th> <th>May '18</th> <th>Target May '19</th> </tr> </thead> <tbody> <tr> <td>My school listens to our views and takes them in to account.</td> <td>59%</td> <td>70%</td> </tr> <tr> <td>I feel comfortable approaching staff with questions or suggestions.</td> <td>46%</td> <td>60%</td> </tr> <tr> <td>My school is helping me to become more confident.</td> <td>61%</td> <td>70%</td> </tr> </tbody> </table>		Pupil questionnaire		Strongly agree	May '18	Target May '19	My school listens to our views and takes them in to account.	59%	70%	I feel comfortable approaching staff with questions or suggestions.	46%	60%	My school is helping me to become more confident.	61%	70%															
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<p>1.4 Children in most deprived and disadvantaged background will make progress from their previous levels of attainment in Reading.</p>	<p>All School Assistants and Pupil Support Teacher trained in a variety of resources such as Active Literacy resources, STEP, 5 minute box and Readingwise.</p> <ul style="list-style-type: none"> In-house quality professional dialogue In-house collaborative approaches Permanent support staff trained on Active Literacy Sharing good practice across the school Data literate professionals – phonic checklist, on-going assessments Using effective pedagogy based on research Daily 30 minute sessions of Readingwise School assistant training School assistants timetabled Cluster support teacher to have overview and track pupil progress Taxis will be provided for identified families to improve attendance, timekeeping and provide access to breakfast club and afterschool activities EAL children and families to be supported through the greater use of translation services and EAL parent forums within the school Parent and child workshops and homework clubs run throughout the school day and after school Weekly homework tasks at all stages linked to numeracy and maths 	<p>Identified School Assistants</p> <p>Cluster Support Teacher</p> <p>J.McC + L.G</p>	<table border="1"> <thead> <tr> <th colspan="3">Schonell Reading Assessments (for targeted *pupils)</th> </tr> <tr> <th></th> <th>August '18</th> <th>Target May '19</th> </tr> </thead> <tbody> <tr><td>P2</td><td></td><td></td></tr> <tr><td>P3</td><td></td><td></td></tr> <tr><td>P4</td><td></td><td></td></tr> <tr><td>P5</td><td></td><td></td></tr> <tr><td>P6</td><td></td><td></td></tr> <tr><td>P7</td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Catch up Literacy (for targeted* pupils)</th> </tr> <tr> <th></th> <th>August '18</th> <th>Target May '19</th> </tr> </thead> <tbody> <tr><td>P4</td><td></td><td></td></tr> <tr><td>P5</td><td></td><td></td></tr> <tr><td>P6</td><td></td><td></td></tr> <tr><td>P7</td><td></td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Parental questionnaire</th> </tr> <tr> <th colspan="2">Agree/Strongly agree</th> <th>May '18</th> <th>Target May '19</th> </tr> </thead> <tbody> <tr> <td colspan="2">I receive helpful information about how my child is doing.</td> <td>92%</td> <td>95%</td> </tr> <tr> <td colspan="2">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 colspan="2">I understand how my child is assessed.</td> <td>89%</td> <td>92%</td> </tr> <tr> <td colspan="2">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 colspan="2">The school organises activities where my child and I can learn together.</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table>	Schonell Reading Assessments (for targeted *pupils)				August '18	Target May '19	P2			P3			P4			P5			P6			P7			Catch up Literacy (for targeted* pupils)				August '18	Target May '19	P4			P5			P6			P7					Parental questionnaire		Agree/Strongly agree		May '18	Target May '19	I receive helpful information about how my child is doing.		92%	95%	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.		89%	92%	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.		89%	95%
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<p>1.5 Children have increased ownership of assessments that demonstrate breadth, challenge and application across the 4 contexts for learning</p> <p>1.6 Nursery tracking used to ensure more connected transition for children moving from nursery to primary 1 .</p>	<p>Holistic Assessments/Moderation in Literacy and Numeracy</p> <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, numeracy and Social Studies to ensure appropriate pace and progression from P7 to S1 • Early level nursery and P1 teachers to have opportunities to assess and moderate pupils learning 	<p>L.G/ R.P</p>		<table border="1"> <tr> <td data-bbox="1523 161 1877 284">Feedback from authority moderation event.</td> <td colspan="2" data-bbox="1877 161 2112 284"></td> </tr> <tr> <td data-bbox="1523 284 1877 379"></td> <td data-bbox="1877 284 1991 379">May '18</td> <td data-bbox="1991 284 2112 379">Target May '19</td> </tr> <tr> <td data-bbox="1523 379 1877 443">Pupil voice is clear within assessments</td> <td data-bbox="1877 379 1991 443">No</td> <td data-bbox="1991 379 2112 443">Full</td> </tr> <tr> <td data-bbox="1523 443 1877 507">Teacher assessments are clear within assessments</td> <td data-bbox="1877 443 1991 507">Partial</td> <td data-bbox="1991 443 2112 507">Full</td> </tr> <tr> <td data-bbox="1523 507 1877 571">Next steps are clear within the assessments</td> <td data-bbox="1877 507 1991 571">Partial</td> <td data-bbox="1991 507 2112 571">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 border="1"> <thead> <tr> <th data-bbox="1523 715 1897 778"></th> <th colspan="2" data-bbox="1897 715 2112 778">Pupil questionnaire</th> </tr> <tr> <th data-bbox="1523 778 1897 874">Strongly agree</th> <th data-bbox="1897 778 1991 874">May '18</th> <th data-bbox="1991 778 2112 874">Target May '19</th> </tr> </thead> <tbody> <tr> <td data-bbox="1523 874 1897 970">My school listens to our views and takes them in to account.</td> <td data-bbox="1897 874 1991 970">59%</td> <td data-bbox="1991 874 2112 970">70%</td> </tr> <tr> <td data-bbox="1523 970 1897 1066">I feel comfortable approaching staff with questions or suggestions.</td> <td data-bbox="1897 970 1991 1066">46%</td> <td data-bbox="1991 970 2112 1066">60%</td> </tr> <tr> <td data-bbox="1523 1066 1897 1118">My school is helping me to become more confident.</td> <td data-bbox="1897 1066 1991 1118">61%</td> <td data-bbox="1991 1066 2112 1118">70%</td> </tr> </tbody> </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		Strongly agree	May '18	Target May '19	My school listens to our views and takes them in to account.	59%	70%	I feel comfortable approaching staff with questions or suggestions.	46%	60%	My school is helping me to become more confident.	61%	70%
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Priority 2: Improvement in children and young people's health and wellbeing

<p>NIF Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing</p>	<p>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</p>
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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)
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<p>2.1 To ensure positive outcomes for pupils new ASN guidance will be implemented successfully across the school</p>	<ul style="list-style-type: none"> Wellbeing wheel used to measure wellbeing of identified cohort on a termly basis In-house and cluster CLPL with teachers, pupil support staff and school assistants to support the implementation of new staged intervention process Use of new in-house request for assistance process to track supports required Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter 	<p>L.G + J.McC</p> <p>J.W</p>	<p>August - June</p>	<p>Wellbeing web Wellbeing Assessments Pupil, Staff and Parent questionnaires</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;"></th> <th style="width: 15%;"></th> </tr> <tr> <td>Agree/Strongly agree</td> <td>May '18</td> <td>Target May '19</td> </tr> </thead> <tbody> <tr> <td>I receive helpful information about how my child is doing.</td> <td>92%</td> <td>95%</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>89%</td> <td>92%</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>89%</td> <td>95%</td> </tr> </tbody> </table>				Agree/Strongly agree	May '18	Target May '19	I receive helpful information about how my child is doing.	92%	95%	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.	89%	92%	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.	89%	95%
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2.2 Building mental health and resilience

Growth Mindset

- Champion to track and monitor impact of initiative (Targeted group – beginning and end of year surveys)
- Champion to work across the cluster to share good practice
- Lead CLPL in-house and across cluster. (start of session)
- Champions to work with QMA PT pupil support to enhance P7 transition
- Health and Wellbeing day once a month in cluster schools(Wellbeing Wednesday)
- Each cluster school will have a Growth Mindset pupil group to promote Growth Mindset within school and across the cluster
- Growth Mindset Cluster pupil group event to meet at least once next session (Sept/May)
- Link target setting with Growth Mindset/Effort

Mindfulness + Mental Health First Aid

- Champion to track and monitor impact of initiative
- Champion to work across the cluster to share good practice
- Lead CLPL in-house and across cluster. (start of session)
- Champion to work with QMA PT pupil support to enhance P7 transition
- Champion/Nurture staff to have 'Drop In' Sessions for Mental Health discussions with pupils and staff
- Identify resource list for all staff to use
- Champion to promote and support staff in daily/weekly Mindfulness sessions

Nurture Groups:

- Set up nurture room for 3 afternoons per week
- Identify staff to run TIG (Targeted Intervention Groups)
- Identify pupils using the Boxall Profiles, Staged Intervention paperwork and professional dialogue with teachers

C.S
J.M
J.McC/L.McM
/R.T

Aug-June
Aug-June
Aug-June

Parent survey
Wellbeing Web
SNSA and GL assessments.
Think sheets tracker.
Boxall of identified cohorts

Pupil Questionnaires	May 18	May 19
I understand self-help/coping strategies which will help decrease barriers to my learning	60%	80%
I am more confident in managing my emotions to help improve my independence and co-operative learning skills.	65%	80%
Staff questionnaires	May 18	May 19
I am confident in in; helping in a crisis such as a panic attack or suicidal thoughts and feelings	45%	70%
I know about relevant information and agencies that can support families in crisis	45%	70%

Boxall Profiles completed by Nurture teacher and by class teacher at the beginning of the year and at the end of year-Boxall results to be compared.

Strengths and difficulties questionnaire (SDQ)

Self-esteem Questionnaire

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

<p>2.3 Pupils requiring nurture classes or TIG are identified.</p> <p>2.4 Effective tracking and monitoring of targets.</p>	<ul style="list-style-type: none"> Continued staff training in Nurture principles and ACES Identified staff to track and monitor impact of groups and to work with cluster schools Staff to work with QMA PT Pupil Support for enhanced transition for P7 Discuss progress/meetings with parents/guardians Rotation of SA from Nurture to TIG every few months in order to model strategies 			<p>Parental meetings/TAC meetings</p> <p>Pupil Views Recorded</p>																
<p>2.5. Improved and sustained attendance of PEF cohort</p>	<ul style="list-style-type: none"> Attendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendance Use the request for assistance process to access supports for families who require outside agency support Attendance to be discussed at the termly tracking meetings 	<p>L.G</p>		<p>Attendance data for school, authority and nationally</p> <table border="1" data-bbox="1570 786 2145 903"> <thead> <tr> <th>Year</th> <th>Attendance</th> <th>Authorised</th> <th>Unauthorised</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>93.58%;</td> <td>4.76</td> <td>1.66</td> </tr> <tr> <td>2019</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Attendance	Authorised	Unauthorised	2018	93.58%;	4.76	1.66	2019							
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<p>2.6 Increase the number of children participating in competitive sport opportunities</p> <p>2.7 Increased children's participation in a range of extra-curricular programmes within the school, cluster and communities.</p> <p>2.8 Increase the number of opportunities for parent and child activities.</p> <p>2.9 Increase participation in residential trips for children in Deciles 1 and 2 or children in receipt of free school meals.</p>	<ul style="list-style-type: none"> • Continue to assist with the supervision and development of a range of extra-curricular programmes within schools and communities • Continue to develop programmes to help deliver the aims or the attainment challenged within the targeted local communities • Assist the CSS Officer to promote the support opportunities to take part in competitive sport opportunities • Continue to assist with the preparation of reports relating to active schools, compile and maintain appropriate statistical information, registers and records • Develop a programme of activities for children to participate in during break and lunch • Support and develop a number of parent and child afterschool clubs • Work with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sport • Continue to identify and use PEF money to support children and families to access residential trips • Work with Active Schools to see how we can support free access for some children to attend clubs in their local area out with school 	<p>R.P + Active Schools Assistant R.P</p>	<p>Aug - June</p>	<p>FitQuest reports</p> <p>Wellbeing assessments</p> <p>Staged Intervention evaluations</p> <p>Pupil and Parents feedback</p> <p>School trip + community activities data</p> <table border="1" data-bbox="1570 778 2145 938"> <tr> <td>SIMD 1 and 2</td> <td>June 18</td> <td>June19</td> </tr> <tr> <td>P7 Residential Trip</td> <td></td> <td></td> </tr> <tr> <td>P6 3 day ski trip</td> <td></td> <td></td> </tr> <tr> <td>Attendance at community clubs</td> <td></td> <td></td> </tr> </table>	SIMD 1 and 2	June 18	June19	P7 Residential Trip			P6 3 day ski trip			Attendance at community clubs		
SIMD 1 and 2	June 18	June19														
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Priority 3: Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
NIF 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		
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)
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 3.2 Children in primary 5-7 will have opportunities to engage in profiling that supports learning and the development of skills for work and future career choices	<ul style="list-style-type: none"> Continue to develop and enhance the Electives/DYW programme offered in school Map the DYW Career education standards with CFE outcomes for electives Develop for pupil groups, listening and talking skill planner Use of: http://enterprisingschools.scot https://www.myworldofwork.co.uk Continue to engage with employers who will share their knowledge and expertise Build long lasting relationships with the business community Creative and progressive STEM opportunities throughout the school STEM/DYW showcase event in February 	J.Winning + T.Ross	August - 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.

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.

<p>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</p>	<p>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</p>
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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)															
<p>4.1 To promote Life and dignity of the human person Q.1. 2.1, 3.1</p>	<ul style="list-style-type: none"> Working party to develop a cluster Rights Respecting Policy including anti-bullying, behaviour and Rights Respecting God’s loving plan to be delivered to all classes from P1-7 Peer Mentoring Restorative Practice 	<p>J.Mc (St John’s) J.Mc (St Ninian’s) K.G (St Pat’s)</p>	<p>Aug-June</p>	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Parent survey</th> <th colspan="2">Pupil Survey</th> </tr> </thead> <tbody> <tr> <td>The school deals well with bullying</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Children respect one another</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Parent survey		Pupil Survey		The school deals well with bullying					Children respect one another				
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<p>4.2 An increased call to family, community and participation 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 	<p>L.M(ST. Pat’s), M.I (St. Cuthbert’s) L.McK (Sacred Heart)</p>	<p>Aug-June</p>	<p>Increased attendance at parent workshops. Increased number of children achieving Pope Francis Faith Award.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Pope Francis</th> <th colspan="2">attendance at Cluster event</th> </tr> <tr> <td></td> <td>May 18</td> <td>May 19</td> <td>May 18</td> <td>May 19</td> </tr> </thead> <tbody> <tr> <td>% of pupils achieved</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Pope Francis		attendance at Cluster event			May 18	May 19	May 18	May 19	% of pupils achieved				
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% of pupils achieved																			
<p>4.3 Children will have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools. 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 	<p>J.W S.S(St Ninian’s)</p>		<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>															

	<ul style="list-style-type: none"> P7 SCIAF 			
<p>4.4 Children understand the dignity of work and the rights of workers 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 DYW 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 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 Positive feedback from parents - families who require financial support given timely support or advice.</p>
<p>4.6 Solidarity Q.I. 2.6, 2.7, 3.1, 3.2</p>	<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, K.G St. Pat's	Aug - June	<p>Increased involvement with Aid to the Church in Need both within school and within their own time. Reflected in the Pope Francis Faith Award.</p>
<p>4.7 Care for God's creation Q.I. 2.6, 2.7, 3.1, 3.2</p>	<ul style="list-style-type: none"> School Garden project Eco School Pupil Groups 	K.H St. J	Aug-June	Achievement of Bronze Award

Appendix 1

Budget

Priority	Staffing costs	Resources/ other	Total
1. To improve attainment, particularly in literacy and numeracy;	EAL Translation services	Number Talk resources Laptops for pupil Interventions Taxis for Identified families Parent + Child workshops	

		I-Pads/laptops for profiling	
2. Improvement in children and young people's health and wellbeing	DHT 1 Salary + 0.1 management time Ayrshire College Family Learning Active Schools Assistant Salary	Boxall Profiles Residential Trips Afterschool clubs Nurture	
3. Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Laptops/lpads DYW STEM resources	
4. Serving the Common Good		Retreats Diocesan events Transport	