



Mount Carmel Primary School

Meiklewood Road

Kilmarnock

KA3 2EL

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School Blog:	https://blogs.glowscotland.org.uk/ea/mountcarmelps2017
Twitter:	
School App:	
Denominational Status (if any):	Roman Catholic
School Roll:	Primary 1 – Primary 7 pupils
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

SECTION 1

Welcome Information

On behalf of our school community, I would like to welcome you and your child to Mount Carmel Primary. I hope our handbook will help you find out everything you need to know about our school, our staff and the range of educational experiences your son or daughter will have as a pupil here.

We do hope that you and your child will soon feel that you belong to our school community. Our staff, parents and pupils form an important partnership and work together to ensure that each pupil learns in a nurturing, stimulating and positive environment where children are able to be happy, safe and successful.

As a Catholic school, our faith is taught not just as a subject, but also as a way of life. This means that our first duty is to treat others with love and respect. In this way we hope our children will be eager to work and co-operate with all staff and each other.

Our school is an exciting place and in line with a Curriculum for Excellence we strive to encourage and support all our pupils to become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

Due to the current situation with covid-19 we are unable to invite you to visit our school and tour our facilities. Should you require any further information please contact us to discuss. We wish your child the very best and once again extend a warm welcome to you and your family.

Yours sincerely

Mrs C McConville

Head Teacher

The aims and aspirations of Mount Carmel Primary School are:

To provide a friendly, inclusive, safe, caring, motivating and nurturing environment where individuality is celebrated, encouraged and valued leading pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

To promote pupil excellence of achievement by the fostering of essential, transferrable life skills through a considered, relevant, broad and rich curriculum which takes account of wider achievements.

To foster positive relationships and partnership with parents, parish and wider community by maintaining good lines of communication and opportunities for active involvement in the life of the school.

To enhance spiritual development by providing good Catholic education based on the Gospel values and mutual respect for other faiths.

To build a strong, effective team who are encouraged to develop their professionalism, utilise their strengths and share their expertise for the benefit of the whole school.

To create a positive school ethos where pupils are motivated to success and where all are encourage to “aim high”.

Our School Values:

FAITH-RESPECT-HONESTY-RESPONSIBILITY-FAIRNESS-KINDNESS-
PERSEVERANCE-LEARNING.

SECTION 2

Transitions

The move from Nursery to Primary and Primary to Secondary are amongst the most important of educational transitions. Within Saint Joseph's Education Group strong arrangements are in place to ensure that our children are supported at all stages of transition. All establishments are fully committed to ensuring that strong, clear links are in place in order for this process to be effective.

It is our aim to ensure that all pupils are given the best possible start, that their confidence, attributes and capabilities are encouraged, enabling them to make valuable contributions to our society as confident individuals, effective contributors, responsible citizens and successful learners.

We endeavour to ensure that every child has the right to be included and supported as far as possible, in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability.

Well planned transition arrangements, focused on the learning experiences of young people, are built through effective partnership working between pupils, parents, early childhood centres, primary, secondary staff and other agencies.

St. Joseph's Academy, Grassyards Road, Kilmarnock 01563 526144

Cairns Early Childhood Centre, Alton Av, Kilmarnock 01563533177

Onthank Early Childhood Centre, Meiklewood Rd, Kilmarnock 01563 534660

Kilmaurs Early Childhood Centre, Sunnyside, Kilmaurs 11563 538674

Crosshouse Early Childhood Centre, Playingfield Rd, Crosshouse 01563 532300

Additional Support Needs

The majority of children and young people are able to access their curricular programme at school without the need of additional help other than that which any teacher will provide in any classroom. However, there will be a percentage of children/young people, who may, at some point in their education, have difficulties that will act as a barrier to their effective learning. In such circumstances the child or young person may require additional support in order to help them overcome these barriers.

The school has a variety of procedures to assist in the early identification of children and young people with additional support needs. Identification and support planning will take place at the earliest possible stage.

We aim to identify difficulties quickly by constant monitoring and steps are in place to take forward concerns as they appear. Screening procedures include termly assessments and

monitoring and tracking of attainment at all stages. There is targeted assessment at P1 – ELLAT at P3 using QUEST, P5/6/7 using WRAT.

Children and young people who have been identified as having additional support needs will be supported through a Child's Plan, Individual Learning Plan (ILP) or in some cases a Coordinated Support Plan. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

The support given will vary from child to child and is dependent on need. Class teachers in consultation with the Head Teacher and EAST (East Ayrshire Support Team) staff will decide the nature and range of support necessary. Classroom Assistants also play an important role in assisting children with access to the curriculum and providing reinforcement of class lessons.

Sometimes it will be necessary to seek the advice and/or support of specialist teachers/therapists.

Further information can be obtained from various leaflets, which can be accessed through council website.

Support for children and young people and parents/carers

Within the school there are seven teaching areas and many breakout spaces that can be used flexibly. The school also has a designated computer suite, a well-stocked library and a music/art room. We have a gymnasium and an assembly hall/dining hall. The school provides nurture for selected children in two designated rooms - The Willow Room and The Oak Room.

Our present teaching staff comprises:

Mrs Duff/Mrs McGahon	Primary 1
Mrs Dunsmore	Primary 1/2
Mrs Strachan	Primary 3
Mrs Travers	Primary 4
Mrs McGowan/Mrs Crawford	Primary 5
Miss Mudge	Primary 6
Mr Bertoncini	Primary6/ 7
Mrs McCready	Nurture

Mrs McGahon is our Principal Teacher and Mrs Fergusson our Depute Head Teacher with the Head Teacher they are the Senior Leadership Team of the school. Mrs McGahon and Mrs McIntyre provide cover for non-class contact time as nationally agreed in the conditions of service for teaching staff.

Mrs Rodger and Mrs Gallacher are our Senior Clerical Assistants and Mrs Templeton our Clerical Assistant. Mr Ferguson is our janitor, Mr Robertson our crossing patrol. Mrs Rooney is our catering manager.

Our classroom assistants are Mrs Jeffers, Mrs Webb, Mrs Henderson and Mrs McKenzie.

Mrs Rosa is our EAST Support Teacher. She provides additional support for learning to specific individuals or small groups. Mr McCreel and Mr Forbes provide instrumental tuition to the upper school pupils – brass and woodwind. Ms Donnelly is our vocal coach and choir director. We also have the services of the St Joseph's Education Group together with other agencies such as the Health Service and Social Services.

The smooth running of our school relies heavily on the services catering and cleaning staff are active contributors to our school's caring ethos which is dependent on shared values.

Our team of professionals bring a variety of experience and expertise, together with considerable commitment, to Mount Carmel Primary School.

SECTION 3

School Hours:

Start: 9am

Interval: 10.30am – 10.45am

Lunch: 12.15pm-1pm

Taxi – 2.50pm (children wait at reception)

PEACE- 3pm children are collected from the hall

Dismissal – 3pm

Attendance and Timekeeping:

Pupils who are late are logged at the front door by office staff, pupils who are regularly late will be reported to the HT/DHT and parents will be contacted.

Reporting an absence

Parents must contact the school by telephone or in person by 9.15am on the first day of absence, explaining the reason for non-attendance. It is necessary that the school is notified to prevent unnecessary procedures being followed i.e. in extreme circumstances there may be the requirement to involve Social Services or the Police. The establishment policy on attendance states that parents/carers will be contacted by the school when no explanation has been given for an absence. Regular checks will be made on absence figures to identify individual pupils whose attendance shows a pattern which causes concern. Such individuals will be monitored.

When attendance falls below 90%, or when a pattern emerges, follow up procedures will be put in place.

Dress Code

We encourage the wearing of school uniform every day, including the last day of each term, the exception to this is when we have a dress-down day for fundraising or a dress-up day e.g. to celebrate 'World Book Day'. These events are publicized on our school app and website. The uniform comprises of a white polo shirt, blue sweatshirt and grey or black long or short trousers or skirt. Children are also able to wear a white shirt with a blue school tie and a tartan skirt or pinafore. It is also permissible to wear any school badged items e.g. cardigans, jumpers or tank tops. Some children wear a black, badged blazer. Children should wear flat, comfortable shoes.

Unless the weather is very cold and wet, we like the children to be able to play outside therefore it is useful for children to bring a waterproof jacket to school every day. Unless you tell us otherwise, we will ask children to wear their jacket outside if staff deem the weather is cold or rain threatens.

For P.E. lessons, children keep their gym kit in school. The gym kit comprises of black shorts, blue T-shirt and black plimsoles/sandshoes. All jewellery must be removed prior to P.E. lessons. Trainers can be worn for outdoor P.E. Children are not permitted to wear football colours in school.

Security

Public access to the establishment is limited to the main entrance during the teaching day for security reasons. All staff wear security badges for ease of identification. All visitors to the school must sign the visitor's book at the main entrance and report in the first instance to the Office. This simple procedure allows us to monitor who is in the building at all times. Additional security is provided by the CCTV installation.

Homework and Study

Promoting children's learning and developing strong partnerships between home and school is the foundation of our homework policy. Learning happens both in and out of school and to ensure a breadth and balance of motivating homework activities our homework was developed in full partnership with children, parents and carers and staff. It was agreed that:

- Homework is valuable
- Homework should be given regularly
- Homework should be completed.
- Homework should provide an enjoyable shared experience.

Homework is monitored by class teachers and by the Head Teacher. Children and parents are encouraged to give their views on homework annually as part of our self-evaluation and school improvement process.

School meal service

During this covid outbreak children are eating their lunch in their classroom.

The following information is for previous arrangements.

Midday meals are served in the Dining Hall and are provided by Onsite Services. Pupils have a choice of at least two main courses with either soup or a pudding provided each day. Water, milk and bread are available daily. Children on special diets can be accommodated by arrangement with the school.

Menus are available on Parentpay and the School App. Under normal circumstances parents of new primary 1 entrants are given the opportunity to view the dinner arrangements at the start of the new term.

All pupils come to lunch at 12.15 p.m. every day. Primary 1-3 are seated together Primary 4-7 sit in friendship groups with children who take packed lunches. Members of the senior management team and the support staff supervise at lunchtime.

Information in emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected, for example, by severe weather, temporary interruption of power, provision of transport or fuel supplies. In such cases, we shall do all we can to let you know about details of closure, temporary arrangements or reopening. We shall keep in touch by using letters, announcements on local radio and school and council websites as well as via our App. We can also access a text messaging service via the school records.

The Parent Council

The Scottish Schools (Parental Involvement) Act 2006 was passed in July 2006. The intention of the Act is for parents to become more involved in their child's education.

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to become involved and engaged with their child's education.

Chairperson: Mrs A Kennedy, Mount Carmel Primary School, Meiklewood Rd, Kilmarnock, KA3 2EL.

Mount Carmel Parent Council: mcparentcouncil@gmail.com

SECTION 4

Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 and beyond.

The table below matches the five curriculum levels to stages of learning generally applicable, with flexibility (for example, for young people who are particularly able and/or have additional support needs).

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

From pre-school to the end of S3 (3-15) young people will experience a broad general education which is designed to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The broad general education will include all of the Experiences and Outcomes across all curriculum areas up to and including the third level.

Throughout all learning, prime importance is given to literacy, numeracy and thinking skills; skills for learning, life and work; an understanding of society, the world and Scotland's place in it, and an active and healthy lifestyle. A range of teaching methods and contexts for learning is used, including active and enterprising learning, which encourage young people to become enquiring; learning across the curriculum which helps young people make links between subjects, and learning outside classrooms in the outdoors and in the community, which gives opportunities for learners to deepen their learning in real-life contexts.

Curriculum Provision

Mount Carmel Primary School provides a full and varied curriculum according to local and national requirements. The school curriculum reflects the breadth, balance, coherence, continuity and progression of the national framework of the Curriculum for Excellence guidelines.

Curriculum for Excellence also recognises the importance of the development of literacy, numeracy and health and wellbeing skills as they unlock access to the wider curriculum. These skills are transferable into all other areas of the curriculum. They also contribute strongly to the development of the four capacities.

Numeracy and Mathematics

Numeracy is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions.

The organisers within the numeracy framework are:

- Number, money and measure
- Shape, position and movement
- Information Handling

A variety of resources are in use from P1 - P7. Many areas include practical activities with pupils working individually, in pairs, in trios and in small groups. Increasingly we are using Active Numeracy approaches to teach number in an engaging way.

Literacy and English

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

The organisers within the literacy framework are:

- listening and talking
- reading
- writing

The initial approach to learning to read is varied so as to give every child the best possible start. Our core material Bug Club is an approach that uses on line resources and well as books and we have a wealth of other resources to support literacy. New parents are given an opportunity to view the resources during the induction days. The Head Teacher and staff explain to parents the materials used and the help they can give at home as their child prepares to read.

There is also a very good selection of supplementary resources. The use of 'real books' is supported by a very well stocked library. The children are encouraged to develop library skills for life-long learning.

A structured programme for phonics and writing is in place.

The skills of reading and writing are interdependent and supported by a range of listening and talking activities.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The main areas of Health and Wellbeing are:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood – through ‘God’s Loving Plan’ materials

Sensitive subjects such as Sexual Health, Relationships, Parenting and Substance misuse are covered in this area of the curriculum. Specialist support is available through our partnerships with the Health Service, Police Scotland and the Schools’ Health and Wellbeing Coordinator.

Physical Education, Physical activity and Sport

Physical Education is now delivered as part of Health and Wellbeing within Curriculum for Excellence. High quality Physical Education (PE) is essential for improving and maintaining the health and wellbeing of all pupils.

PE should:

- Engage pupils in the learning process
- Challenge and motivate pupils and help build resilience
- Offer a variety of learning experiences in PE, both indoors and outdoors
- Develop pupils thinking skills and knowledge as part of lifelong learning

East Ayrshire Council is committed to providing all primary school pupils with 2 hours of high quality physical education.

Religious Education in Roman Catholic Schools

Religious Education is presented according to guidelines defined in a Curriculum for Excellence in partnership with the Catholic Education Commission.

At Mount Carmel Primary the Catholic faith underpins the ethos of our school. We celebrate our faith through prayer, sacrament and liturgy. The daily actions of staff and pupils lay the strong foundations of attitudes which will enrich our communities.

The core of our Religious Education Programme is ‘This is our Faith’. This is Our Faith provides guidance to teachers on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland.

The eight strands of faith which are the organisers for this are:

- Mystery of God
- In the image of God
- Revealed truth of God
- Son of God
- Signs of God
- Word of God
- Hours of God
- Reign of God

Core learning also includes promoting a respectful understanding of other faiths.

We are very ably supported by our school Chaplain Father Martin who regularly visits the school and assists with the preparation of candidates for First Reconciliation, Confirmation and First Holy Communion. Currently children in Primary 3 undertake the Sacrament of Reconciliation and Children in Primary 4 undertake the Sacraments of Confirmation and First Holy Communion. Our children in Primary 6 and 7 further develop their faith by participating in Pope Francis Faith Award.

It should be noted that parents have the right to withdraw their child from religious education and/or religious observance, this should be discussed with the Head Teacher.

Interdisciplinary Learning

Interdisciplinary learning enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Children have opportunities to plan their learning and make choices about what they learn. Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning.

Interdisciplinary learning is an important element within Curriculum for Excellence. It makes up one of the four contexts for learning:

- Life and ethos of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Pupils from P1 – P7 are taught French. Pupils also have opportunities to read, write and speak 'Scots' and we will be developing our Spanish input over the coming years.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills. Every opportunity is taken to extend experience in these areas through the input of outside agencies with particular expertise. The key areas within the health and wellbeing framework are:

- Art and Design
- Dance
- Drama
- Music

Drama

Teachers use the benchmarks to plan progressive activities.

Art and design

Art and Design permeates the whole curriculum but skills are taught independently to ensure that visual elements, techniques and attainment are addressed.

Dance

Teachers use the benchmarks to plan progressive activities.

Music

The school has a wide variety of resources to support the teaching of music including Charanga. The school is involved in a number of musical productions throughout the year which the children greatly enjoy.

Each aspect of Expressive Arts is planned to give, breadth, balance and continuity over the school session and the programmes are designed to fit in with interdisciplinary projects and tasks.

Sciences, Social Studies and Technologies

Sciences

The sciences curriculum area within Curriculum for Excellence has to meet some significant challenges. While every child and young person needs to develop a secure understanding of important scientific concepts, their experiences of the sciences in school must develop a lifelong interest in science and its applications.

The key concepts of science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and of how it has been shaped.

The key concepts of social studies are:

- people, past events and societies
- people, place and environment
- people in society, economy and business

Technologies

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities.

Information and Communications Technology is delivered from Primary 1 to Primary 7 and also through Interdisciplinary Learning. The school has a fully equipped ICT Room with full access to the internet along with Promethean Board technology in every classroom. ICT is used to deliver, support and extend skills in many curricular areas.

St Joseph's Education Group

Mount Carmel is one of five primary schools within the St Joseph's Education Group. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Education Groups support the government's approach to GIRFEC (Getting it Right for Every Child). This means that if a child/young person needs support then, where possible, there will be one co-ordinated assessment and one plan for that child/young person. One of the benefits of this group is that we have the support of colleagues from various agencies who can support our children e.g. Health, Social Services, Home – School Link Workers, Community Services etc.

SECTION 5

- Achievement and Improvement

Due to the closure of our school in March the children haven't had the opportunity to participate in a range of activities planned for the last term.

The school participated in a wide range of fund raising for a variety of charities:

- Lepra assembly
- SCIAF
- McMillan Coffee Morning
- Go Purple
- Save the Children
- Carol singing for Hansel
- Children in Need
- Backpacks for Mary's Meals

Children had the opportunity to participate in a variety of sporting events including:

- The Day of Dance
- Football
- Rugby
- Netball tournament
- Cycling
- Swimming
- Basketball tournament

The school has a rich tradition of music and drama. The school choir is very active and children have access to instrumental tuition from the Instrumental Music Service. The children who participate in these activities have the opportunity to attend local and national showcase activities.

The school had one performances during the session. Primary 1-3 performed a Nativity. Our planned performance of Aladdin was cancelled due to the school closure.

Throughout the year our children prepared for and participated in the Sacraments. Our senior pupils participated in the Pope Francis Faith Awards.

Outdoor education plays a large part in our curriculum. Primary 5-7 participated in the John Muir Award, P3-4 in the Heritage Heroes Award and P1-2 the RSPB Wild Challenge.

The school achieved Fair Trade Fair Achiever Status and Dyslexia Friendly School Bronze Award.

The children participated in a variety of events throughout the year including Health Week, Danger Detectives, World Book Day and events linked to internet safety.

This session our priorities were:

- To improve outcomes in reading and daily writing for all pupils
- To improve outcomes in counting, place value, additions and subtraction and multiplication and division
- To improve outcomes across numeracy especially in fractions, decimals and percentages
- Improve outcomes in health and well-being by introducing the PATHS programme

In session 2020-2021 our priorities are:

- To improve outcomes in literacy
- To improve outcomes across numeracy
- Improve outcomes in health and well-being by continuing the PATHS programme and introduce the Neurosequential Model in education

Information on performance at local and national level can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards>

SECTION 6

Assessment and Reporting

Curriculum for Excellence emphasises that assessment is an integral part of day-to-day teaching and learning. Learners' progress is closely monitored by staff, who reflect with them on their strengths, learning needs and next steps, and take action based on this. Learners themselves are increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning; skills that will be important to them throughout life. Formal assessment will continue to be part of the framework of assessment, providing additional evidence of what learners know, understand and are able to do, and helping teachers plan learning experiences which are motivating and challenging. Teachers gather evidence of what learners say, write, make and do as part of the assessment process. Children are very much involved in this process, using a range of self and peer assessment approaches.

More formal assessments are carried out at the following stages:

Primary 1 – ELLAT at literacy assessment carried out in the Early Childhood centre and in Primary 1

Primary 3 QUEST

Primary 4-7 WRAT (Spelling)

Primary 1, 4 and 7 Scottish National Standardised Assessment

Assessment includes records kept of progress through the programmes of study in Literacy and Language and Numeracy and Mathematics to inform teachers of required next steps for the groups within the class. Group records are also kept e.g. reading, common words, and spelling/phonics. Evidence of learner achievement is gathered each session and passed on throughout the school P1-P7.

The Senior Leadership Team has termly monitoring and tracking meetings with teachers in order to discuss assessment data and learner progress including next steps in learning. Various other monitoring exercises occur throughout the session to ensure that all children are progressing within the various programmes of study in class. Children use a range of “Assessment is for Learning” techniques to assess their own learning and identify next steps.

At this time reporting to parents will take place through written reports only.

Reporting to Parent meetings take place twice during the session. The Reporting to Parent meeting in October gives parents an oral report on how children are progressing, their strengths and areas for development. The second Reporting to Parent meeting takes place in Term 3. These evenings give parents an opportunity to discuss their child's progress as well as allowing an opportunity to view their child's class work.

A written Annual Report is issued for all children in the final term and provides evidence of pupil progress in the four capacities of Curriculum for Excellence. Reports allow for children and parents to comment on progress or highlight areas of concern.

SECTION 7

Associated Establishments:

Mr J Kane
Head Teacher
St Joseph's Academy
Grassyards Road
KILMARNOCK
KA3 7SL

Mrs Catriona Gray
Head Teacher
St Patrick's Primary
Well Road
AUCHINLECK
KA18 7SL

Mrs A Murray
Head Teacher
St Andrew's Primary School
Grassyards Road
KILMARNOCK
KA3 7SL

Ms A Rooney
Head Teacher
St Xavier's Primary School
Whitehill Avenue
PATNA
KA6 7LY

Mrs E Heron
Head Teacher
St Sophia's Primary School
Nelville Drive
GALSTON
KA4 8BN

Our associated Early Childhood Centres are:

Cairns Early Childhood Centre, Alton Av, Kilmarnock 01563533177

Onthank Early Childhood Centre, Meiklewood Rd, Kilmarnock 01563 534660

Kilmaurs Early Childhood Centre, Sunnyside, Kilmaurs 11563 538674

Crosshouse Early Childhood Centre, Playingfield Rd, Crosshouse 01563 532300

Contact Details

Head of Schools

Linda McAulay-Griffiths, East Ayrshire Council, Economy and Skills
Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member for Skills and Learning

Councillor Fiona Campbell

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Depute Provost and Children's Champion

Councillor Claire Leitch

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local elected members for wards

East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Maureen McKay

Helen Coffey

Ian Grant