



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:	Available on appropriate mobile devices
Denominational Status (if any):	Roman Catholic
School Roll:	Primary 1 – Primary 7 173 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.

Beginning primary school is an exciting and important milestone in a child's life and we at Mount Carmel Primary we will do our utmost to ensure that it is a happy, welcoming and worry free time for both parents and children. The information in this handbook is intended to give an insight into the life of the school to all parents and new children. However, if you have any further questions or concerns, please do not hesitate to contact me. We hope that you and your child will soon feel at home in our school community.

Yours sincerely

Andrea Fergusson

Head Teacher

The aims and aspirations of Mount Carmel Primary School are:

At Mount Carmel Primary School our vision is to show pride in our school community and set high expectations to achieve success. Our school values play an important role within our school. Staff and pupils strive to demonstrate our values of:

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

The aims and aspirations of our 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, transferable 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.

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.

Staff

The Head of Establishment is:

Mrs Andrea Fergusson

The Depute Head Teacher is:

Mrs Joanna McGahon

The teaching staff comprises of:

Mrs Duff/Mrs Strachan

Primary 1

Mrs Travers

Primary 2

Miss Grimley/Mrs Strachan

Primary 3

Mrs Mackinnon

Primary 4

Mrs McCreadie

Primary 5

Mrs Crawford/Mrs McIntyre

Primary 6

Mr Bertoncini

Primary 7

Mrs Dunsmore

Nurture Teacher

Mrs Rosa

EAST Core Support

We are also well supported by our school chaplain, **Fr Jim Hayes**

The invaluable support staff comprises:

Homelink Worker	Mrs Nicola Pennycook
Classroom Assistant	Mrs Lorna Jeffers
Classroom Assistant	Mrs Imelda Webb
Classroom Assistant	Mrs Anne Marie Henderson
Classroom Assistant	Mrs Claire Clark

Senior Clerical Assistant:	Mrs Ann Rodger
Senior Clerical Assistant:	Ms Gillian Morrison
Clerical Assistant:	Mrs Gillian Templeton
Facilities Assistant:	Mr John Leslie
Catering Manager:	Mrs Jane McClung
Catering Assistants:	Karen Halbert
Catering Assistants:	Muriel Ronald
Catering Assistants:	Caron Livingston
Catering Assistants:	Fiona Gilmartin
Catering Assistants:	Ann Cairns

Cleaning Supervisor:	Rhona Aird
Cleaning Assistants:	Claire Morgan
Cleaning Assistants:	Natalie Martin
Cleaning Assistants:	Nikita Gillon
Cleaning Assistants:	Donna Graham

The school is further supported by a brass instructor, an active Schools Co-ordinator, Speech and Language Therapist, School Nurse and an Educational Psychologist. The Head Teacher has overall responsibility for the safe running of the school.

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

Additional Support Needs: East Ayrshire Psychological Service

Advice and support may be sought from other appropriate staff within the school and through consultancy with visiting professionals, including the educational psychologist. The educational psychologist visits the school regularly to work with and, through the staff, to best support children and young people who are experiencing barriers to learning. Their role is often in giving advice to the school and in the sharing of expertise with staff. School staff may discuss the support needs of individual children with the psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the psychologist would not observe or meet with a child without the prior consent of the parents.

The school is responsible for ensuring that parents are aware of their procedures and the psychologist's role within them. The school is also responsible for seeking parental approval, when necessary, for the psychologist to be directly involved with a child or young person.

If you believe your child has additional support needs East Ayrshire Council publishes a range of informative advice. Please contact the establishment or Educational & Social Services:

Telephone: 01563 576000

email: education@east-ayrshire.gov.uk

Mediation

Mediation & advocacy services are also available and information about these can be obtained from the contact details below. Enquire - the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

SECTION 3

Our school day for children is:

School opens	9.00 am
Morning Interval:	10.40 am – 10:55 am
Lunchbreak:	12.35 pm – 1:20pm
School Closes:	

Taxi – 2.50pm children are collected from the reception
PEACE (after school childcare located at Onthank Primary) Children are collected from the hall at 3:00pm.

Attendance and Timekeeping

If your child is going to be absent, please phone, text or e-mail before 9.15am on the first day of the absence, explaining the reasons for non-attendance. It is important that the school is notified to prevent unnecessary procedures being followed e.g. in extreme circumstances, there may be a need to involve social services or police.

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.

Due to the avoidable disruption to children's education caused by family holidays in term time, the Scottish Government issued a new Circular on attendance and absence in 2003. This national circular makes it clear that without the prior agreement of the school, family holidays will be classified as unauthorised absence. Schools will only give such agreement in exceptional circumstances related to the well-being of the family. Within the terms of the national circular reasons which are not acceptable include the availability of cheap holidays, the availability of desired accommodation, poor weather in school holidays, holidays overlapping the end of term, and parental difficulty in obtaining leave (except in specific circumstances).

The school and Authority seek your fullest co-operation in communicating to all young people the value of their time at school by ensuring that no learning and teaching is lost through unnecessary and avoidable absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly with no explanation from the parent, the absence is unauthorised.

Attendance and timekeeping are very important and we encourage children to be in school and on time every day.

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 to celebrate a special events. These events are publicised on our school app and website. The uniform comprises of a white polo shirt or white shirt with school tie, blue sweatshirt and grey long or short trousers or skirt. Tartan pinafores and skirts are also acceptable. 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 at any time.

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.

No unauthorised photography or videoing is allowed within the school premises without the permission of the head of establishment.

Parents and carers are asked to comply with the requests on photography and videoing at school/establishment events. Such requests are made solely to protect the interests of individual children and families.

Entry/Exit to the School Grounds

Please note that parents and carers should not be accessing the school carpark at any point of the day. For the purposes of drop off and collection the church carpark is available as well as Onthank ECC.

Children only should access the playground from 8:45am. Primary 1-3 children access the school playground via the gate at the side of the school. Parents and carers should not accompany children into the playground unless by prior arrangement with the head of establishment.

Primary 4-7 children can access the playground via the gates at the front of the school. Parents/Carers should access the main gate and go straight to the main door.

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.

Do's and Don'ts of Homework - A Quick Guide

Do – give lots of encouragement and praise and ensure your child gives of their best.

Do – show an interest and talk about their work.

Do – share stories, poems and books together.

Do – decide together where and when homework will be done.

Do – relax and enjoy this quality time and sharing of learning.

Don't – show anxiety or impatience.

Don't - do the work yourself.

Don't - hesitate to ask the school for help.

Don't - pressurise your child to overdo the session.

School Meal Service

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, fruit or a pudding provided each day. Water and milk are available daily. Children on special diets can be accommodated by arrangement with the school.

Menus are available via the authority website and the School App.

Primary 1-3 come to lunch at 12.35 p.m. every day. Children in Primary 4-7 have allocated lunch slots and are called on when it is their time for lunch. Members of the senior management team and the support staff supervise at lunchtime.

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.

Mount Carmel Parent Council: mcparentcouncil@gmail.com

Complaints Handling

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact. The Head teacher, Mrs Fergusson, the DHT, Mrs McGahon, and the school team will do their best to resolve any problems or concerns.

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.

Medical and Healthcare

In the event of a child taking ill, or having an accident during school hours, the parents or emergency contact are informed immediately. It is vitally important that the school has an up - to - date emergency contact, change of address or telephone number. All children are forwarded an emergency contact list each August and Parents/Carers should forward at least two alternative contacts. The school has facilities to cope temporarily with minor ailments and accidents. The children will be cared for by our qualified First - Aider. Parents should not send their children to school if they believe them to be unwell. Not only is it disadvantageous to the child but there is also the possibility of spreading infection throughout the school. Parents are asked to inform the school of any particular medical requirements so that arrangements can be made to assist the child.

Should your child be prescribed medicine which requires to be taken at school then forms are available from the school office. These must be completed and signed by parents before any medicines can be administered in school.

Data Protection

The Data Protection Act 1998 currently regulates the way the Council handles and processes personal data that we hold. This was replaced by a new data protection law on 25 May 2018 which introduced new rules on how we collect and process personal data.

The link below will take you to the Council's information governance intranet pages where you can find further information including data protection/GDPR guidance and factsheets.

[How information is stored](#)

School holidays 2023/24

Please note that all dates are inclusive.

Should there be a General Election in 2024 one of the in-service days will be moved.

Date	Holiday
August	
Thursday 17 August 2023	In-service day
Friday 18 August 2023	In-service day
Monday 21 August 2023	Pupils return
September	
Friday 22 September to Monday 25 September 2023	Local holidays (Ayr Gold Cup weekend)
Tuesday 26 September 2023	Pupils return
October	
Monday 16 October to Friday 20 October 2023	October holidays
Monday 23 October 2023	In-service day
Tuesday 24 October 2023	Pupils return
December/January	
Monday 25 December 2023 to Friday 5 January 2024	Christmas and New Year
Monday 8 January 2024	Pupils return
February	
Friday 9 February to Monday 12 February 2024	Local holidays
Tuesday 13 February 2024	In-service day
Wednesday 14 February 2024	Pupils return
March/April	
Friday 29 March to Friday 12 April 2024	Easter holidays (Good Friday - 29 March 2024)
Monday 15 April 2024	Pupils return
May	
Monday 6 May 2024	Local holiday (May Day)
Tuesday 7 May 2024	Pupils return
Monday 27 May 2024	Local holiday
Tuesday 28 May 2024	In-service day
Wednesday 29 May 2024	Pupils return
July/August	
Monday 1 July to Friday 16 August 2024	Summer holidays
Monday 19 August 2024	In-service day
Tuesday 20 August 2024	In-service day
Wednesday 21 August 2024	Pupils return

SECTION 4

The Curriculum

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.

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 Jim Hayes 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.

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 also provide Spanish as our third language at some stages.

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 many 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

Children are encouraged to respond to a variety of issues affecting them in school and through forums such as the Pupil Council, Eco Committee and Rights Respecting School, they have opportunities to contribute to a variety of school events and experiences.

Children take an active part in the day to day running of the school by being our photographers, lunch club leaders, wet break monitors, PATHS buddies and playground games leaders. We have also have captains and vice captains, who are voted for on a yearly basis.

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

- The Day of Dance
- Cycling
- Swimming

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.

In September 2022 we took part in a National Thematic Inspection: Inclusion: Promoting Positive Behaviour. Although no formal written feedback was provided the inspection team recognised the positive direction the school was moving towards and the proactive approach that we took in relation to supporting the needs of our children.

Our priorities for 2022/2023 were:

To raise attainment in Literacy through high quality teaching using effective pedagogy in Reading, Writing and Listening and Talking across all classes.

Raise attainment in Numeracy through developing teaching approaches with effective pedagogy.

To continue to develop positive relationships, self-esteem and pupil confidence through our Gospel Values, PATHS and 'Do Be Mindful'.

Provide equity for all by reducing the poverty related attainment gap in Literacy and Numeracy.

Expand use of Learning Journals from Primary 1 to across all stages of the school, providing increased parent and pupil involvement.

Moving Forward

This session it has been recognised that in order for change to be effective, smaller areas for focus are a priority. Our previous School Improvement Plan provided a task that was too challenging to be completed within one session and it was recognised that this was creating an insurmountable challenge. Going forward we shall take a more measured approach to school improvement and focus on building consistency in approach with key areas. As always this approach has at its centre the wellbeing and continued success of our Mount Carmel Family.

Our Priorities for 2023-2024 are:

<p>Raising Attainment, particularly in Literacy and Numeracy</p>	<p>Increased in sustained positive destinations and employability skills</p>
<p>Improving the attainment of our learners in Writing at Early, First and Second level will increase as a result of improvements relating to:</p> <ul style="list-style-type: none"> • The attainment of our learners in Writing, at Early, First and Second level will increase as a result of improvements relating to *: • Learning and teaching using consistent pedagogy • Examining a wide range of data • Robust approaches to moderation and assessment <p>Improving the attainment of our learners in Numeracy in early, first and second level will increase as a result of improvement relating to:</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy across numeracy with a focus on active numeracy approaches to teaching counting, place value, addition, subtraction, multiplication and division • Continue to use benchmarks and assessment to inform teacher judgement • Examining a wide range of data and making appropriate use of this to target individuals in order to ensure equity 	<ul style="list-style-type: none"> • Develop digital literacy skills with pupils and support families to by extending use of Learning Journals across the whole school. • Continue to improve awareness of Children’s Rights through Rights Respecting School – Focus on Silver Award. • Develop awareness of positive destinations with pupils by exploring future career options across the school.
<p>Ensuring the health and wellbeing of all young people</p>	<p>Closing the poverty related attainment gap</p>
<ul style="list-style-type: none"> • RERC – Celebrating and worship – continue to strengthen the spiritual formation of our faith community through continued partnership with home, school and parish • Increasing awareness of pupils’ social and emotional wellbeing and how this can be supported. • To continue to update the school vision and values to reflect the school community from 2023 onwards. • To continue to embed a culture and ethos which stems from relational based and restorative approaches including PATHS, Rights Respecting School and Do Be Mindful 	<ul style="list-style-type: none"> • Increased attainment in literacy and numeracy across the school especially in SIMD 1 and 2 • Increased attendance of pupils across the school especially in SIMD 1 and 2 • Decrease latecoming across the school especially in SIMD 1 and 2 • Increasing parental engagement with school events and pupil progress

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.

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.

Pupil Progress meetings take place twice during the session. The Reporting to Parent meeting in November gives parents an oral report on how children are progressing, their strengths and areas for development. The second meeting takes place in March. 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 Kane Head Teacher St Joseph's Academy Grassyards Kilmarnock KA3 7SL	Mrs Bradley Head Teacher St Patricks' Primary School Well Road Auchinleck KA18 7SL
Mrs Hastings Head Teacher St Andrew's Primary School Grassyards Kilmarnock KA3 7SL	Ms Rooney Head Teacher St Xavier's Primary School Whitehill Avenue Patna KA6 7LY
Mrs 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



OUR SCHOOL VALUES

PERSEVERANCE
Never give up



FAIRNESS
For all

LEARNING
To make a difference



KINDNESS
Towards everyone



HONESTY
To God ourselves and others

RESPONSIBILITY
For our actions

FAITH
In God and ourselves

