



**St Xavier's Primary School**

**Whitehill Avenue**

**Patna**

**KA6 7LY**

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<b>School Blog:</b>	
<b>Twitter:</b>	
<b>School App:</b>	Available on appropriate mobile devices
<b>Denominational Status (if any):</b>	The school is co-educational and Roman Catholic. It serves the communities of Patna, Dalmellington, Bellsbank and Dalrymple.
<b>School Roll:</b>	Current roll is 39
<b>Further information:</b>	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>

## **SECTION 1**

### **Head Teacher's Welcome**

Dear parent/carer

On behalf of all staff and pupils welcome to St. Xavier's Primary School. This handbook will provide you with information about our establishment and what we can offer your child.

At St. Xavier's Primary School the staff, pupils and parents work in partnership to provide a safe, happy and vibrant place to learn. We provide a well-balanced curriculum, encouraging and supporting each child to reach their fullest potential. We recognise and value pupils' wider achievements and aim to equip our children with the skills they require to become successful learners, confident individuals, responsible citizens and effective contributors.

As a Catholic school our Christian faith encourages us to treat others with equality, fairness, tolerance, love and respect and these values permeate all that we do.

If you have any questions about any aspect of this handbook then please do not hesitate to contact me. I look forward to you and your family joining our school community.

Yours sincerely

Amanda Rooney  
(Head of establishment)

The visitor's car park is accessed from Carnshalloch Avenue, whilst the Main Entrance is situated on Whitehill Avenue.

The school covers all the stages from Primary 1 to Primary 7.

We share the site with Patna Primary School, the Supported Learning Centre and the Early Childhood Centre and we have shared access to the Computer Suite, the Library, Gym Hall, Music/Drama Room, Environmental Studies Room, Dining Hall, Medical Room, Personal Care Suite and Playground.

Our building complies with all current disability legislation and is easily accessible to all users. Parents are always welcome to visit the school, however it is recommended that contact is made with the school office if you wish an appointment with the Head Teacher or a particular member of staff.

The school playground has a variety of special features including a Sports Field, Soft Play Areas, Wild-life Garden, Bike and Scooter Racks, Special Seating and Outdoor Tables and Chairs.

St. Xavier's aims to develop the personality, talents and mental and physical abilities of the child or young person to their fullest potential by:

- providing a happy, stimulating, safe and secure environment that will allow all children an equal opportunity to develop their abilities and personalities as fully as possible.
- encouraging the following qualities: positive attitudes to learning, self-reliance, self-respect, self-discipline, respect for, and the ability to co-operate with others.
- providing the best quality of learning and teaching to ensure children progress towards their full potential in all areas of the curriculum.
- equipping our children to take their place in society, in employment and social and leisure environments.
- creating an atmosphere where children, parents, teachers and other associated agencies work together to enhance the education provided for our children.
- helping children appreciate the benefits of healthy living and physical fitness in order to promote physical, mental and emotional well-being.
- helping children gain knowledge and understanding of Christianity in the Catholic tradition and develop their faith through the promotion of Gospel Values.
- helping children gain knowledge, understanding and respect for people who follow other world religions.
- learning from and caring for the environment.

## **School Ethos**

We are a small school with big ambition and we aim to provide a broad, balanced and relevant education which promotes enjoyment of learning, encourages enterprising individuals, develops the talents of the whole child, promotes care and respect and celebrates success.

Our philosophy is founded in the Catholic Faith and based on equality of education.

Our weekly assembly recognises and acknowledges children who deserve to be entered into our 'Golden Book'. Our 'Wider Achievements' board recognises the wider achievements of our children. In classrooms and corridors we display the achievements of children who are regularly recognised for being 'Star Writers', Times Table Champions, Pupil of the Month etc. We also have a 'Good Work' Board which is used to display work from any area of the curriculum which deserves special praise and recognition because of the quality or effort made by the children. Each year teachers nominate children to receive awards for being Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens. We also recognise those children who have been outstanding in Literacy, Numeracy and Health and Wellbeing. One child is chosen as the 'Pupil of the Year'.

These award winners have their names engraved on our trophies and platters. We also issue a special award in memory of our school Chaplain Fr. Alan Wilson. This award is presented to the child who makes a special and significant contribution to upholding the Ethos and Values of our school.

We have excellent links with our local Parish of St. Francis Xavier's.

Fr David Borland is our school chaplain. The pupils attend mass at St Francis Xavier's Church or St Margaret's Cathedral on Holy Days of Obligation.

Every year our children work closely with SCIAF and raise funds for projects in a number of enterprising ways. Our children also present information to the local parish about the work of SCIAF and how they are going to raise funds.

Throughout the year children have opportunities to work with representatives from other charitable organisations e.g. Missio and Mary's Meals.

We also have links with other local churches and participate in the Carol Service at Dalmellington Parish Church.

We have made good links with Ayrshire Chamber of Commerce, helping us to make links with local businesses and prepare our children for the world of work.

All pupils at St Xavier's are members of a pupil voice group. Our groups include an Eco-Schools Committee, Dyslexia Friendly Schools Committee, Rights Respecting Schools Committee, JRSO and Pupil Council. We have achieved Green Flag status

for Eco-Schools, gold award for Dyslexia Friendly Schools and have achieved our Recognition of Commitment towards becoming a Rights Respecting School.

Within St. Xavier's we aim to promote good behaviour and recognise special effort in this area by all children. Our Promoting Positive Behaviour Policy puts an emphasis on encouraging good behaviour and a caring Christian ethos. We also have a Health and Wellbeing Group, based on the nurture principles, which provides additional support to any pupils who may have some social, emotional or behavioural difficulties.

Every pupil in the school is a member of a particular house group. Each house has a P7 house captain who encourages good behaviour and responsibility to earn points for their house. Every week at assembly the winning house is announced and the members of the house get a special treat that week.

Our Core Values are:

- Respect for Learning
- Respect for self
- Respect for others
- Respect for property

These are clearly displayed in school, which helps children to understand the behaviour we promote. The Core Values are reinforced through a series of assemblies throughout the year. Classes devise their own class rules and these are always agreed by the teacher and children with a system of sanctions and rewards included.

St Xavier's: small school... big on... ambition, thinking, innovation, teamwork, safety, nurture, care, honesty, uniqueness, enterprise, skills for life, achievement, challenge, healthy lives, respect, co-operation, fairness, inspiration, success, partnership.

All children are active members of the Local Library and they have exclusive use of the library facilities and librarian once a week.

The school makes excellent use of Doon Valley Leisure Centre for regular swimming lessons.

The school works closely with our Active Schools Co-ordinator, Mark Devlin, who organises a range of physical activities and after school clubs throughout the session. We also offer a wide range of after school clubs at various times throughout the year.

## **Parental Involvement**

In St. Xavier's we are proud of the strong links that exist between the parents and the school. These links have been fostered over a number of years and our school app allows for new ways of communicating with parents.

We use 'School App for Parents' and this is used as the main means of communication with parents. All news, events and lunch menu is available on the app. The app also has a text message service where parents receive push notifications via the app.

The school has an active Parent Council and Fundraising Committee. These meet regularly throughout the school session to discuss all matters relating to school life.

Incorporated into all Parent Council meeting's is a Head Teacher report outlining the most recent developments in school. Copies of Parent Council Minutes can be forwarded to all parents on request.

Twice yearly there are parent's evenings in school when parents have the opportunity to discuss their child's progress with the class teacher. Prior to these evenings a pupil report is sent home and parents are invited to respond to their child's report.

An induction programme for prospective parents runs during the summer term and parents are invited to attend a series of workshops where they are made familiar with the various practices and teaching methods used in the school.

We have 'Sharing the Learning' afternoons/mornings when parents are able to visit their child's class and observe and share in the learning that has taken place. These are more informal than parent's evenings and are led by the children.

Homework and curriculum advice is forwarded regularly to all parents and the homework diary is signed by parents to acknowledge approval of their child's work.

St. Xavier's Primary operates an open door policy whereby all parents will be welcomed into the school and any matter they may wish to discuss with the Head Teacher will be treated with the utmost care, consideration and confidentiality.

We welcome help and support from parents for all our fundraising activities and events.

We also welcome support from parents with after –school clubs for which training can be arranged and Disclosure Scotland checks organised.

Our home link worker, Jane, provides excellent support to parents and pupils. Jane is able to provide work with pupils and parents and suggest ways that parents can support children at home. She can also offer support to parents and pupils to deal with a range of issues such as coping with change at home, transitions and

bereavement. Jane also helps to organise Easter and summer holiday activities and workshops.

The chair of our Parent Council, Ms Lindsay Dwyer, can be contacted via the school office.

## **SECTION 2**

Enrolment for new children entering Primary 1 takes place in January each year and information of the dates and times is advertised in the local press, Church Bulletin and School Newsletters.

Associated Primary Schools:

Head Teacher: Mrs A Murray  
St. Andrew's Primary  
Grassyards Road  
Kilmarnock  
KA3 7SL

Head Teacher: Mrs C McConville  
Mount Carmel Primary  
Meiklewood Road  
Kilmarnock  
KA3 2EL

Head Teacher: Mrs C Gray  
St. Patrick's Primary  
Well Road  
Auchinleck  
KA18 2LA

Head Teacher: Mrs E Heron  
St. Sophia's Primary  
Neville Drive  
Galston  
KA4 8BN

### **Early Years to Primary**

Throughout the session, opportunities are taken to make links between Early Years Centres and St. Xavier's. From October regular visits are organised and during the summer term a more focussed series of visits are made to our associated Early Childhood Centres by the Primary 1 teacher and the Head Teacher. Children are invited to visit St. Xavier's with their parents for a series of activities and events. During these visits, children meet with their future classmates and their buddies. An Induction programme for prospective Parents runs during the Summer Term and Parents are invited to attend a series of workshops where they are made familiar with the various practices and teaching methods used in the school. Children from the senior school make a presentation to parents about St. Xavier's.

Our Associated Early Years establishments are:

- Dalmellington Early Childhood Centre 01292 550364
- Patna Early Childhood Centre 01292 531271
- Bellsbank Early Childhood Centre 01292 551195

### **Primary to Secondary**

Throughout Primary 7, a range of visits and events are organised to ensure children make meaningful and useful links prior to transferring to secondary school. This involves visits to secondary schools, secondary staff visits to St. Xavier's, a Residential Experience, Parent's Information Evenings and Newsletters.

The Secondary Establishment connected with St. Xavier's is:

St. Joseph's Academy  
Grassyards Road  
Kilmarnock Tel: 01563 526144

The Head of Establishment is: Mr J Kane

Most children, due to its relative close proximity, tend to transfer to:

Queen Margaret Academy  
Dalmellington Road  
Ayr Tel: 01292 268379

The Head of Establishment is: Mrs O Browne

As Queen Margaret Academy is within South Ayrshire Council, all children must make a transfer request to that Authority. Transfer forms will be forwarded in the January prior to the August the child is expected to be in Secondary Education.

However, due to our geographical location and parental choice, we also have good Transition links with the following secondary school:

Doon Academy  
Ayr Road  
Dalmellington Tel: 01292 550521

The Head of Establishment is: Mr Kenneth Reilly



Special arrangements are in place to support children with additional needs to make successful transitions. These arrangements are tailored to each individual pupil depending on need and in consultation with children, parents, partners and school staff.

Where a child or young person with additional support needs is involved at any transfer stage their needs must be taken into account. St. Xavier's Primary will make every effort to ensure continuity and progression when these transitions occur. The Authority guidelines on Transition provide further information.

The Head of Establishment is: **Miss A Rooney**

The teaching staff comprises:	<b>Miss McLaren</b>	Primary 1/2/3
	<b>Mrs North</b>	Primary 4/5
	<b>Mr Dillon</b>	Primary 6/7
	<b>Mrs A Henderson</b>	EAST Support

The invaluable support staff comprises:

Senior Clerical Assistant	<b>Mrs A Broadley</b>
Classroom Assistants	<b>Mrs J Purdie</b>
Raising Attainment Classroom Assistant	<b>Miss L Dwyer</b>
Home Link Worker	<b>Mrs Jane Thornley</b>
The Kitchen Manager	<b>Mrs Edgar</b>
The Cleaning Supervisor	<b>Mrs J Purdie</b>
The School Janitor	<b>Mr B Brown</b>

The school is further supported by an Educational Psychologist and an Active Schools Co-ordinator. The Head Teacher has overall responsibility for the safe running of the school.

St. Xavier's Primary will ensure the following principles will be followed in our approaches to identification and assessment of children and young people:

- Take a holistic view of children and young people and their circumstances, and what they need to grow and develop and achieve their potential.
- Seek, taking account of and noting, the views of children, parents and young people.
- Ensure that parents, and young people, understand, and are asked to agree to, the aims of assessment.
- Ensure that assessment is an ongoing, integrated process of planning, providing for, and reviewing, services for the individual.
- Adopt the least intrusive and most effective course of action affecting the lives of children, young people and families.
- Take account of issues of diversity and equality and ensure that outcomes do not discriminate against children, young people and their families. This includes not discriminating on grounds of race, disability, gender, sexual orientation, language, religion, belief or age.
- Work in partnership with parents to secure education for their children and to promote their child's health, development and welfare.
- The head teacher of St. Xavier's Primary is responsible for ensuring that all staff are aware of their responsibilities for children with Additional Support Needs. They will also ensure that effective arrangements are in place to provide a high quality of education, taking account of authority and national policy guidelines.

Advice and support may be sought from other appropriate staff within the school establishment and, through consultancy, with visiting professionals, including the educational psychologist.

The Head Teacher is responsible for ensuring that parents are aware of the school's 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.

St. Xavier's Primary will ensure that there is effective communication and collaboration with the other agencies which support the children and young people in the educational establishment.

Parents have the right to have their views considered and be involved in the decision making process for their children. They also have the right to have an advocate or supporter present at any meeting where the education of their child or young person is discussed.

In the spirit of partnership, parents have a responsibility to share their unique and expert knowledge of their children with staff. Parents have an important role to play by engaging effectively with staff to further their children's development and progress.

Children and Young People have the right to have their views considered and be involved in the decision making process.

## ii) Identification and Assessment

The Education Authority and establishments are required to make appropriate arrangements to identify those children and young people who have additional support needs and for those who require a Co-ordinated Support Plan. These arrangements are outlined in Authorities Standard Circular 'A Staged Intervention Approach to the Management of Children with Additional Support Needs.' The Initial Assessment Team meeting (IAT) provides a first step in identifying the additional support required by children and young people. Should it appear that the child or young person meets the definition of additional support needs as defined by the Act then this will be fully discussed with the parent and young person and if agreed it will be formally noted in the school's Additional Support Needs Log.

Parents may request the education authority to establish whether their child has additional support needs or requires a co-ordinated support plan. They may also request a specific type of assessment and/or examination when the education authority proposes to establish if their child or young person has additional support needs or requires a co-ordinated support plan.

The assessment process involves collecting information over a period of time from a range of professionals including staff from education, other agencies, parents and young people. Where appropriate, additional assessment can be undertaken using a range of formal and/or standardised approaches and techniques.

## **Procedures for Referral**

Staff in St. Xavier's Primary School follow the Staged Intervention Approach as directed by East Ayrshire Council.

To enable the Head Teacher to monitor new and existing Additional Support Needs in St. Xavier's Primary, staff are asked to follow the procedure outlined below:

### Universal Stage

If a child is identified as having additional support needs there are two steps the class teacher needs to take.

1. Identify and implement strategies to be used in class to support learning.

2. Complete a *Learning Support Record Sheet* that records the action being taken and identifies a date for review.

The Class teacher will be supported at this stage by the ASN Co-ordinator and or East-Ayrshire Support Team Teacher. A copy of the Learning Support Record Sheet must be given to the ASN Co-ordinator and the original placed in the Curriculum Planning Folder.

### **Stage One and Beyond**

If a class teacher requires to refer a child beyond the Universal Stage then an *Additional Support Referral Form* must be completed. The ASN Co-ordinator can then action the appropriate assessments to be completed and evidence gathered.

### **Child's Plan**

Timescale: October to October

October - Class teacher completes 'Monitoring' proforma identifying areas of strength and areas of concern. This information is then used to formulate a support plan. The plan is shared with the child and parents/carers and their views are taken into account and recorded.

March – A Child's Plan Evaluation sheet is completed by the Class teacher and the child. ASN Co-ordinator and EAST Teacher meet with parents/carers at Parents Evening to discuss evaluation and a comment is given. The Child's Plan is updated if necessary.

October - New Child's Plan is formulated.

### **Individual Learning Plan**

Timescale: September to September

September - Long Term Targets are formulated for the year. Short Term Targets for Sept – Dec are formulated. The plan is shared with the child's parents/carers and their views are taken into account and recorded.

January - Evaluate Short Term Targets and formulate new targets for Jan – April. Meeting with parents/carers to agree new targets. Comments from Parents/carers and child recorded.

May - Evaluate Short Term Targets and formulate new targets for May – September (Long Term Targets can be assessed at this point.) Meeting with Parents/Carers to agree new targets. Comments from Parents/Carers and Child recorded.

September - New ILP is formulated.

### SECTION 3

Our school day for children is:      **School opens: 9.00 am**  
   **Morning Interval: 10.35 am – 10.50 am**  
   **Lunchbreak: 12.30 pm - 1.15 pm**  
   **School Closes: 3.00 pm**

#### *ESTABLISHMENT YEAR 2020/21*

<b><u>First Term</u></b>	In-service day	Tue	17th Aug 2021
	In-service day	Wed	18th Aug 2021
	Children return	Thur	19th Aug 2021
Local Holiday	<b>Close</b>	Fri	17th Sep 2021
Local Holiday	<b>Close</b>	Mon	20th Sep 2021
Mid-Term	<b>Close</b>	Fri	8th Oct 2021
	In-service Day	Mon	18th Oct 2021
	<b>Children return</b>	Tue	19th Oct 2021
	<b>Close</b>	Wed	22nd Dec 2021

<b><u>Second Term</u></b>	<b>Re-open</b>	Thur	6th Jan 2022
Mid-Term	<b>Close</b>	Thur	10th Feb 2022
Local Holiday	Close	Fri	11th Feb 2022
Local Holiday	Close	Mon	14th Feb 2022
	In-service day	Tue	15th Feb 2022
	<b>Children return</b>	Wed	16th Feb 2022
Easter	<b>Close</b>	Fri	1st Apr 2022

<b><u>Third Term</u></b>			
Local Holiday	<b>Re-open</b>	Tue	19th Apr 2022
	May Day	Mon	2nd May 2022
	In-service day	Thur	5th May 2022
Local Holiday	<b>Closed</b>	Mon	30th May 2022
	<b>Children return</b>	Tue	31st May 2022
	<b>Close</b>	Wed	29th Jun 2022

Child absences due to family holidays during term time will be marked on the register as unauthorised absences. Parents are strongly urged not to disrupt their children's education by planning holidays out with the scheduled establishment holiday dates.

### **Absence from School**

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 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. The parent should provide a written note on the child's return to school, confirming the reason for absence.

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.

### **Promoting Positive Behaviour**

Within St. Xavier's we aim to promote good behaviour. The School Rules are clearly displayed and reinforced through a series of assemblies. Classes devise their own class rules and these are always agreed by the teacher and children with a system of sanctions and rewards included.

The school policy clearly outlines the procedures followed by staff in the event of indiscipline.

In certain circumstances, and depending on the seriousness of the behaviour, parents may be asked to come to school to discuss how best to support and encourage their child in displaying good behaviour.

Parents will be asked to come to school to discuss the behaviour of any pupil who has received three detentions.

The main emphasis in St. Xavier's is in promoting good behaviour and this is further reinforced by a continual adult presence throughout the school at all times of the day. At no time is any pupil left unsupervised during school hours. This, combined with the series of Good Work Assemblies, and the use, where appropriate of lunchtime or after school detention has all had a marked effect on behaviour within the school. Parental co-operation in this matter is expected as this can lead to a significant improvement in raising standards of behaviour.

### **Our School Uniform**

Our school uniform consists of the following:

- Red polo shirt (preferably with school badge)
- Blue school sweat shirt/cardigan (preferably with school badge)
- White shirt and school tie
- Black or grey skirt/pinafore
- Black or grey trousers
- Blue or red checked summer dress
- School blazer



Other items available with the school badge include: outdoor fleece jacket and school bags. Our uniform can be purchased BE Schoolwear online and BE Schoolwear in Ayr.

The school supplies every child a gym kit which consists of a blue round neck school t-shirt, shorts, gym shoes and a gym bag.

## **Security and Visitors**

Access to St. Xavier's can only be gained by alerting the school office or janitor of your presence by pressing the bell at the Main Entrance. The security doors are released from inside the school allowing entry to the building.

On arrival, please complete the log-in book located at the visitor's reception. You will be asked to provide your name, reason for visit and time entering and leaving the building. If necessary you will be issued with a visitor's badge and asked to read the brief notice regarding child protection.

All members of school staff can be easily identified by their school badge, which is worn at all times.

## **Homework**

After consultation with children, parents and staff we agree that the main purposes for Homework as being:

- To provide children with the opportunity to practise, consolidate, extend and enrich learning taking place in school.
- To allow parents to engage and become involved in their child's day-to-day class work.
- To encourage children to become independent learners and to establish good study habits.
- Children across all stages continue to have regular homework on four nights per week. Children can expect to be set homework across a range of curricular areas. All children have a homework diary suitable for their stage of learning which informs parents of the tasks and the date due for submission. Homework should last no more than 20 – 30 minutes depending on the age and stage of the children. We ask parents to sign the diary on a weekly basis. The homework diary can also be used by parents to communicate with the teacher about any aspect of the homework set.
- Children also bring home a topic information sheet suggesting ways in which parents can support learning at home.



- Parents are asked to contact the school if they have any concerns regarding homework.
- In the event that a pupil does not complete homework, a note will be written in the Homework Diary. If the situation does not improve then the parent or carer will be issued with a letter from the class teacher listing the homework which has not been completed. This has a tear off slip for parents to sign and return. If the situation does not improve then parents are contacted by the Head Teacher.
- In certain circumstances arrangements are made to provide extra support to children who find it difficult to complete homework at home.
- All homework is linked to our Dyslexia Friendly Schools policy. The policy provides teachers with advice on how to ensure all homework is dyslexia friendly.

### **School Meals**

We share the Dining Hall with pupils and staff from Patna Primary. Lunchtime arrangements are as follows:

- Primary 1 – 3 are escorted first to the Dining Hall each day.
- Primary 4-7 children play outside until they are called to the Dining Hall. To ensure fairness and equity a rota system is in place.
- Senior pupils act as Dining Hall monitors to help younger children.
- Pupils who have a packed lunch follow the same procedures and may sit with their friends in the dining Hall.
- Children who bring a packed lunch are able to sit outside when the weather allows.
- Supervision in the Dining Hall is carried out by members of promoted staff.
- Any child with special dietary needs for medical, ethnic or religious reasons can be catered for.
- Every pupil in Primary 1 – 3 receives a free school meal.

Please note that St. Xavier's children are not allowed to leave school at lunchtime unless they have written permission from their parents informing us that they are going home for lunch.

St Xavier's Primary School is a cashless school and use an online payment system called Parent Pay. Parents are given log in details and each pupil has a Parent Pay account. Parents can pay money into the account to pay for school meals, school trips etc.

## **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.

## **Medical and Health Care**

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. Parents should not send their children to school if they believe them to be ill. 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.

We have an excellent Medical Room and Personal Care suite to provide support to any pupil who requires assistance.

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

## **Parent Council**

The school has an active Parent Council and Fundraising Committee. These meet regularly throughout the school session to discuss all matters relating to school life.

Incorporated into all Parent Council meeting's is a Head Teacher report outlining the most recent developments in school. Copies of Parent Council Minutes can be forwarded to all parents on request.

The Chair of our Parent Council, Ms Lindsay Dwyer, who can be contacted via the school office.

## **SECTION 4**

### **Curriculum**

#### **Literacy**

This area includes both English and French. English, and in particular Literacy, is developed through an integrated approach to the learning of language that incorporates the 4 modes of communication:

- Listening and Talking
- Reading
- Writing

Key outcomes and experiences highlight key pathways to ensuring that the children reach First level and Second respectively at the appropriate junctures in their learning. This learning is further enhanced by developing literacy skills across other areas of the curriculum.

The Reading schemes used in the early years are Bug Club and PM Readers. In the upper school Bug Club is also used and provides the focus for the literacy tasks. Children who require additional support with reading have access to the Wolf Hill and Rapid Readers schemes. St. Xavier's use PM Writing to support the development of key skills in a range of writing genres.

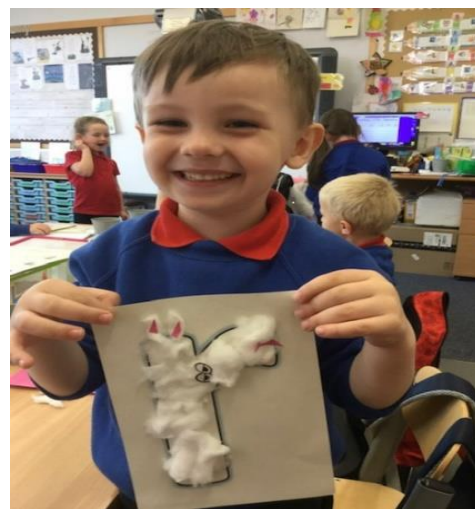
Spelling is taught at all stages using East Ayrshire Active Literacy Programme. The basic techniques are taught in the early years and reinforced throughout the children's time at school.

All of the above are structured within Programmes of Study that reflect the demands of the Curriculum for Excellence programme guidelines in Literacy and English and Literacy across Learning. The school provides plentiful opportunities to the children to practise and enhance their Literacy skills through recording their experiences of both in and out of school events and activities e.g. visiting the Science Centre, Bookbug sessions, etc.

Literacy based interdisciplinary topics such as 'Fairyland' provide children with opportunities to share their learning with parents and carers. Our 'sharing the learning' afternoons are an opportunity for parents to experience Curriculum for Excellence in action and how learners are involved in planning their learning.

French is taught to children from Primary 1 onwards with a firm emphasis being placed on the conversational aspect of the language as opposed to the written. As the

children move through Primary 5, 6 and 7 there is a shift in this emphasis on the children recording the key points of their lessons.



## Numeracy

Numeracy is developed through the key areas of Number, Money and Measurement, Shape Position and Movement and Information Handling. Integral to these three key outcomes are the development of problem-solving strategies to ensure that the individual can use the key skills in everyday life. A range of assessments are used to ensure that appropriate progress is being made across the levels by each pupil. A large element of Mathematics at all stages is primarily concerned with working in practical settings to ensure that the child has a firm grasp of the underpinning concepts and skills. Only after sufficient time has elapsed to allow the child to feel confident does the learning move into the abstract, i.e. formal classwork.

Heinemann Active Maths is used as the main scheme for delivering maths throughout the school which focuses on developing numeracy skills in a planned and progressive manner. Maths is taught using a wide range of teaching styles and resources encouraging children to use maths skills in real life contexts. In order to encourage a problem solving approach to maths the school uses active board materials on a regular basis.

Pupil assessments, which are continuous throughout the year and part of the daily programme, are kept in pupil folders and recorded in jotters. Children use a range of Assessment for Learning strategies to note areas of strength and identify next steps in their learning.

As part of the induction process in August/September various workshops are presented to parents outlining the ways in which Mathematics is taught in school and how parents can support their child's learning at home. Currently children are assessed using a variety of methods at the end of each block of teaching.



## Health and Wellbeing

Health and Wellbeing is a curricular area which comprises a number of existing and new modes of learning. These include:

- Personal and Social Education
- Health Education
- Physical Education

This curricular area has been given co-equal status along with Literacy and Numeracy as a result of various directives and information from the Scottish Government. School practices are evolving towards a more integrated approach to the development of this area. In common with Literacy and Numeracy every opportunity to further develop the key outcomes in Health and Wellbeing occurs across all areas of the curriculum.

The themes within Health and Wellbeing are:

- Mental, emotional, social and physical wellbeing
- Planning choices and changes
- Physical education, physical activity and sport

- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

We work very closely with all other health professionals, Vibrant Communities and our active schools co-ordinator to ensure children have a wide range of experiences relating to their health and well-being.

Children also participate in regular swimming lessons throughout the school session. This ensures that most children are strong swimmers by the end of Primary 7. We participate in a range of activities to offer children a wide variety of experiences e.g. sporting events, Scottish Country Dancing, Football coaching, Residential Visits for Primary 6/7 children, Cycling Proficiency etc.

Parents are kept fully informed by letter about visits from specialists who support our Health and Wellbeing programme and are given notice of how and when we teach children about sexual health and relationships. A guide for parents on relationships education in Catholic Primary schools is given to all new parents.



## Social Studies

Social Studies includes the recognised subjects of:

- Geography
- History
- Modern Studies

The key concepts are:

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



Again a more integrated approach to the development of Social Studies occurs throughout all the stages normally taught through a theme or project. Geography and Modern Studies are integrated into theme-based learning, starting with local geography and gradually moving into a more international setting. Akin to the other elements of the Curriculum for Excellence, Social Studies when not being taught as part of integrated learning is delivered through a stand-alone approach. Children will experience the whole range of key concepts through a rolling programme of topics. Staff are alert to the many teaching and learning opportunities afforded by events that happen at local, national and global level and respond appropriately to pupil interest.



Children play an active part in planning their learning by sharing what they know and what they would like to find out. Parents are kept informed of topics to be covered, the learning outcomes and how they can help their child by regular curriculum updates.

## Sciences



Sciences incorporate all the recognised disciplines within Science. The key difference within the Curriculum for Excellence is the development of Scientific Inquiry and the use of the Scientific method whereby children learn to hypothesise and develop tests and experiments to understand the world they live in. Further to this, an element of time is also allowed for children to experience and understand the effects that Science has on society at large. Similar to all subjects, Sciences will be delivered within an amalgam of stand-alone teaching or within an interdisciplinary approach where the key element of planning is to allow the children as broad and general an understanding of the Sciences as possible.

The organisers for science are:

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



St Xavier's is a Primary Engineer School and a member of the Young Engineer and Science Clubs Scotland.



## Expressive Arts

Expressive Arts comprises the following key elements:

- Music
- Art and Design
- Drama
- Dance and Movement

With the exception of Dance and Movement, the other elements are recognised areas of the primary curriculum. The aim with the above is to integrate them as far as possible and this is particularly evident as the children prepare for the Christmas Play. Children also enjoy the experience of working in the role play area which is themed to link with curricular or seasonal topics. At all times the underpinning aim is to allow the children opportunity to investigate emotions and feelings through the above modes of learning as well as developing mastery in key skills. The above will be taught as an integrated subject or will be differentiated into discrete subjects as and where the class teacher feels it is appropriate.

Excellent use is made of our Promethean Boards to access Charanga online. We participate in the Day of Dance, a yearly Scottish Country Dancing. Our P5-7 pupils are also involved in East Ayrshire String Music project where pupils have weekly lessons.



## **Religious Education in Roman Catholic Schools**

The revised outcomes and experiences lay a firmer emphasis on the use of Scripture, Sacramental Preparation, Prayer, Reflection, Magisterium of the Church, Traditions and Practices, Ethics and Moral Issues, Personal Search and other World Religions. Where previously equal emphasis was placed on Christianity, Personal Search and other World Religions a sharper focus is now placed on Christianity in the catholic tradition. The revised guidelines are implemented through the use of 'This is our Faith' and we plan, deliver and assess Religious Education through the use of the revised Diocesan Planners. Again this subject may be promoted through an integrated approach although in practice this will rarely occur.

We have an oratory within the school which is used for times of quiet reflection and prayer and used during lessons as appropriate.

We are very ably supported by our school Chaplain Fr. David Borland who assists with the preparation of candidates for First Reconciliation 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. We have strong links with the parish of St. Francis Xavier.

We have regular masses and services in school to which parents and parishioners are invited.

Parents who do not wish their child to participate in religious instruction or observance should discuss this with the Head Teacher in order that mutually agreeable alternative arrangements can be made.

## **Technologies**

Technologies incorporates all the various modern means by which information can be transferred, communicated and stored electronically. Consequently this area embraces not only computers and their associated features but the use of mobile phone technology as well.

Through this area children will begin to make use of key software such as:

- Powerpoint,
- Microsoft Word,
- Microsoft Excel
- Microsoft Publisher

Access to the Internet will be through Internet Explorer. The aim of Technologies is to access information relevant to the pupil's age and enhance learning and teaching

through the use of digital technologies. Children also have a weekly timetabled allocation in our shared computer suite for discreet learning of skills. We have used some of our Pupil Equity Fund over the last two years to purchase 21 laptops and 18 iPads which are used daily across the school to enhance the learning and teaching.



## Outdoor Learning

All children and young people will have regular opportunity to learn outdoors both in the school grounds and in the local community. Our school participated in Curriculum Outdoor Attainment Challenge (COACH) Programme, which focused on embedding Outdoor Learning to raise attainment in Literacy and Numeracy.



Parents will consent to regular localised outdoor learning once at the beginning of the session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venues and dates of off site visits, in order that children come adequately prepared. However it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

In addition to visits to the local area, all children have at least 30 minutes of outdoor learning each week.



## **Extra-Curricular Activities**

Within Saint Xavier's there is a healthy array of extra-curricular activities on offer to the children. Children are given numerous opportunities to participate in educational excursions.

The school attends a Christmas Pantomime each year.

The children are also involved in staging Christmas Concerts which are well attended by parents and members of the local community.

At Saint Xavier's we offer a wide range of after-school activities throughout the year.

We are very fortunate to have parents who volunteer their services to the school.

All parent and adult helpers have undergone Disclosure Scotland checks.

## **SECTION 5**

### **Achievement and Improvement**

- The majority of children are progressing well through the levels of a Curriculum for Excellence and attainment across the levels is good or very good.
- Almost all learners are making very good progress from their prior levels of attainment in Reading, Spelling, Writing and Maths.
- Moderation: staff have been involved in useful professional dialogue at school and Education Group level. Teachers are now more skilled at sharing standards and expectations to support their professional judgements. Staff are more confident in devising holistic assessments.
- All staff are using the Experiences and Outcomes and Benchmarks in planning learning across the 8 curricular areas and as the basis for planned assessment.
- All children who have a Child's Plan or Individual Learning Plan have all achieved or overtaken their targets. Staff more confident and skilled in identifying and supporting children with ASN
- Children are actively involved in making links between what they are learning and collecting evidence of meeting their targets across Literacy, Numeracy and Health and Wellbeing.
- Children set their own targets and regularly assess and reflect on the progress they are making
- AiFL strategies are well embedded in the day to day work and tasks.
- Children comment on their own and each other's work very helpfully and they work together well.
- CLPL in Numeracy: all teaching staff have undertaken extensive training in Active Numeracy. As a result there is much more active learning and new Heinemann Active Maths resources are being used throughout the school.
- CLPL in Literacy: all teaching staff have been involved in East Ayrshire's Active Literacy Training. A more active approach to Literacy is being imbedded across the school
- All staff have been involved in Word Aware training focussing on improving vocabulary development at all stages
- Bug Club Reading has been introduced across all stages
- We have achieved Gold Award status for Dyslexia Friendly Schools.
- We have achieved our second Green Flag as recognition to our continued commitment to the Eco Schools Programme
- We have achieved our Recognition of Commitment towards becoming a Rights Respecting School
- Children have worked collaboratively and creatively to raise significant amounts of money for SCIAF.

- We continue to participate in EA String Music Project. Pupils in P5-7 learn to play stringed instruments including violin, viola, cello and double base. A specialist teacher comes in to school once a week.
- The curriculum has been adapted in line with Curriculum for Excellence which includes balance, breadth, cohesion, depth, progression, personalisation and choice. Well planned activities help develop a broad range of skills. The school continues to develop the curriculum in line with Curriculum for Excellence to ensure children have opportunities to be actively involved in their learning.
- Teachers plan creatively to help children link what they are learning to their understanding of the wider world. We deliver very good quality learning experiences within a learning environment that both supports and challenges our children. Staff are confident in using the Experiences and Outcomes and Benchmarks and they know how to use them to ensure a coherent approach to learning, teaching and assessment
- Digital learning is used very effectively to enhance and support the learning and teaching
- The classroom environment is positive and there are very good relationships between teachers and children. The school have a wellbeing room where children who need support with any social, emotional or behavioral difficulties can work in a calm, nurturing environment.
- Most children are involved and engaged in their learning. They play an active role in planning interdisciplinary topics and determining the direction the topic should take. Children and teachers use a collaborative process to create the learning map
- 
- Our AiFL strategies and procedures ensure that children are skilled at peer and self-assessment and are having more opportunities to experience these forms of assessment. Staff have planned and resourced appropriate differentiated work and classrooms have attractive and informative displays which display the experiences and outcomes being covered and take account of the multi composite nature of the classrooms.
- Staff effectively use, in-house and external led CLPL to support and inform in the improvement of the school and our priorities.
- Support staff have undertaken training to enhance their skills in pupil support and in delivery of certain aspects of Health & Wellbeing. Support staff make an excellent contribution to supporting children who have Individual Action Plans and Individual Learning Plans.

## Our Plans for Improvement

All teaching and non-teaching staff will participate in a programme aimed to improve pedagogy. Identified leaders will lead workshops to support the improvement of pedagogy to improve learning. Support sessions will be used to share progress, identify areas for improvement and plan next steps.

We will review our Health and Wellbeing provision and provide opportunities for pupils to be involved in designing their H/WB programmes. We will also look at improving our approaches to tracking and monitoring children's progress in H/WB.

We will be participating in East Ayrshire Communications Friendly Environments Programme. A focus will be to develop speech, language and communication potential. We will be supported by the Scottish Attainment Challenge Speech and Language Therapists to access training, identify areas for improvement and make changes to the learning environment.

A summary of the School Improvement Plan is forwarded to the parents annually and discussed at length with the Parent Council. Parent's views are regularly sought through surveys, questionnaires and workshops. Further details may be obtained from the school office.

## SECTION 6

### **Assessment and Reporting**

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

Assessment is all the techniques and strategies employed within the school which assist the class teacher in providing appropriate learning contexts for each pupil. Assessment is built into the learning and teaching process and is part of the teacher's daily practice. Assessment results are recorded and submitted to the Head teacher on a termly basis. The attainment levels of all pupils in Literacy, numeracy and Health and Wellbeing are tracked and monitored. Termly meetings take place to discuss pupil attainment. Evidence of pupil achievement is gathered each session and passed on at each stage from Primary 1 to Primary 7.



Within Saint Xavier's a number of assessment procedures are in place which ensure that children's progress is monitored, recorded and reported to the appropriate bodies. Teachers now use a range of assessment methods (say, write, make and do) to assess and report upon the levels within which children are working.

Children's progress is continuously being assessed by their teachers through questioning, the marking of written work and observation of their children at work. This continuous assessment means that the teacher can plan the next step in learning for each pupil and problems and difficulties can be detected as soon as they occur.

Teachers also set specific assessments from time to time to check on a pupil's level of understanding. Assessment activities are intended to confirm to the teachers, parents and children that the child has achieved a particular level of competence and skill in that area. Each pupil has an assessment folder with examples of summative assessments in Numeracy, Literacy and Health and Wellbeing.

Written reports are issued twice per year, just prior to our parent's evenings. The October report gives parents a brief outline of how children are progressing, their strengths and areas for development.

The annual report, which is more detailed, includes the levels of achievement in all curricular areas as well as the recommendations for the child's future progress. Both reports allow for children and parents to comment on progress or highlight areas of concern. The annual report provides evidence of pupil progress in the four capacities of Curriculum for Excellence. Parents' evenings are held approximately 1 week after the reports are submitted to the home. These evenings give parents an opportunity to discuss all of their child's progress as well as allowing an opportunity to view the children's class work.

Parents, however, do not need to wait until parents' evenings to discuss their child's progress. Parents are welcome to visit the Head Teacher at any time. Meetings with class teachers can also be arranged through the Head Teacher.

As part of the Head Teacher's remit, various monitoring exercises occur throughout the session to ensure that all children are progressing within the various programmes of study in class. Children are becoming more skilled at using self and peer assessment techniques to improve their learning and identify next steps.

## **SECTION 7**

We have excellent links with many local businesses and organisations:

- Fr. David Borland and Parishioners of St. Francis Xavier Church
- EA Active Schools
- Greggs Foundation
- Fareshare
- Ayrshire Chamber of Commerce
- Community Police
- Dalmellington Community Association
- Dalmellington Parish Church
- Patna Parish Church
- Doon Valley Leisure Centre
- Doon Valley Gazette
- Patna Library
- Dean Castle & Country Park Countryside Ranger Service
- Vibrant Communities
- Ayrshire Roads Alliance
- Many small and large businesses who support our fundraising activities

## **Contact Details**

### **Head of Education**

Linda McAulay Griffiths

Economy and Skills

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

### **Cabinet Member with responsibility for Skills and Learning**

Councillor Fiona Campbell

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

Telephone Number: 01563 576038

### **Cabinet Member with responsibility for Wellbeing (Children's Champion)**

Councillor Iain Linton

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

Telephone Number: 01563 576565

### **Local elected members for ward**

Councillor John Bell, Elaine Dinwoodie and Drew Filson

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