

St. Ninian's Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Douglas Rise
Dedridge
Livingston
West Lothian
EH54 6JH



ABOUT OUR SCHOOL

St. Ninian's Primary School is a denominational primary school serving the communities of Dedridge, Adambrae and Murieston. Our school roll is 251 and we have a 40/30 nursery class. Our catchment area is wide spread and we have a diverse and multi-cultural school community. 20% of our learners have English as an additional language.

Our ambitious and unique shared vision and values underpin the school's journey of improvement. At the heart of our vision are our Christian values and strong Catholic ethos, which form our community of faith and learning. Partnership working and creative self-evaluation approaches are central to the success of our vibrant learning community.

Together we learn and grow in the image and likeness of Christ.



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to raise attainment in literacy and numeracy through ensuring appropriate challenge in learning for all children.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> As a staff team, we reviewed the <i>Summary of Inspection Findings</i> from Education Scotland’s inspection of our school in May 2023 and updated our school’s Excellence and Equity Strategy, Literacy Strategy and Numeracy Strategy to take account of recommendations and ensure consistency in our learning, teaching and assessment approaches. Quality Improvement activities carried out by the Senior Leadership Team were focused on gathering learner views through class conversations and learner focus groups. Data gathered supported improvements across the school in learner engagement, choices in learning, and the level of challenge in learning. Almost all learners report positively on their learning experiences. A whole school consultation on our Home Learning approaches took place in November 2023 with most parents agreeing that home learning supported their child’s learning. Feedback was used to introduce more regular written home learning tasks to make home learning more accessible for families. Teaching staff worked together in <i>Self-evaluation Teams</i> to plan for challenge in learning. In February 2024, we asked parents to provide feedback on this and we noticed an increase in the percentage of parents who felt that their child found their work hard enough. Pupil and parent ethos surveys carried out in May 2024 confirm that almost all pupils and parents agree that learners are encouraged and stretched to the best of their ability. All staff identified personal ‘<i>Growing the Learning</i>’ goals and took part in peer observations to support their identified area of focus. Teachers report increased confidence in practice as a result of this collaboration. Cluster moderation activities in reading enabled teachers to discuss and agree shared standards across the cluster and across levels. Teachers benefitted from this dialogue, gaining insight into practice across schools. At regular intervals, we analysed our literacy and numeracy data to identify strengths, patterns and gaps. Our learning and teaching was adapted to address the gaps we identified. In addition, our bespoke approach to team-teaching and delivering key interventions was reviewed regularly to focus on improving attainment for all children. We introduced a focus on tracking the voice of learners involved in targeted interventions. This is supporting our children to reflect on and give feedback on their progress. ‘Skills Time’ in our ELC has been used very effectively to improve attainment in literacy & numeracy and target identified next steps for children. ELC practitioners have engaged with CLPL around using West Lothian environmental audits to evaluate and improve indoor and outdoor environments. <p><u>Evidence indicates the impact is:</u></p> <p>Learners from P5-7 are being challenged appropriately in their learning and almost all learners report that they are getting along well with their school work.</p> <p>Learners across all stages have continued to make very good progress in literacy and numeracy, with most learners at P1, P4 and P7 achieving expected levels of attainment.</p> <p>Learners across the school benefit from a responsive Excellence and Equity Strategy, with access to team teaching and support or challenge interventions. Our attainment data confirms that we perform above comparator schools in almost all measures.</p>
<p>ELC</p>	<p><u>Evidence indicates the impact is:</u></p> <p>Children in their pre-school year have improved their Renfrew Word Finding scores from their initial baseline assessment.</p> <p>Children experience increased opportunities for high quality intentional and responsive literacy and numeracy experiences in engaging spaces.</p>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We regularly evaluated the needs and progress of learners across the ELC and school through robust excellence and equity meetings. This then allowed us to deploy support for learning staff in a responsive and needs driven approach. • We carried out a range of literacy and numeracy interventions, monitoring the impact of these on a regular basis. In P4 and P7, attainment in literacy improved from Track 1 (October) to Track 4 (June). • We employed a Polish Support Worker to provide support for children with English as an additional language (EAL). • We employed additional Pupil Support Workers to provide support for all children to co and self-regulate, and for more frequent learner conversations. • We used Seesaw from P1-7 to share weekly learning updates with parents. Almost all (96.19%) parents report that our school provides them with the information they need to support their child's learning at home. • Following a consultation with learners and families, we used PEF funding to provide a free after school programme from October 23 – June 24. Over the session, 193 learners across the school (99 learners from Quintile 1 and 2) accessed the clubs and we tracked their attendance to support all learners to participate in at least one activity. • Identified groups of learners across all stages were involved in targeted interventions to increase their participation, wellbeing, and attainment. This included Zones of Regulation, Circle of Friends, Lego Therapy and a bespoke curriculum to support emotional wellbeing, first level numeracy recovery groups, IDL and Precision for first and second level reading, team teaching to focus on core writing targets and EAL to support communication and language acquisition. • Identified children and families in the ELC were able to attend PEEP classes in person to support literacy, emotional wellbeing and transition to Primary 1. • Following pupil consultation, our Participatory Budgeting Initiative led to the planning of free termly events for all children in our school such as Halloween Parties, Christmas Movie Time and an Easter Fun Day. <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners</u></p> <p>Most (75 – 90%) children in P1 and P4 are achieving their expected level of attainment in literacy. Almost all (91-100%) children in P1, P4 and P7 are achieving their expected level of attainment in numeracy and almost all children in P7 literacy.</p> <p>Targeted interventions in literacy, numeracy and health and wellbeing are improving our learners' confidence and engagement. Pupil ethos surveys confirm almost all children (92.45%) feel school is helping them to become more confident.</p> <p>Almost all (93.40%) of our children report in our pupil ethos surveys that the costs associated with the school day do not prevent them from participating in wider school activities.</p>
<p>ELC</p>	<p>All parents who attended PEEP report increased confidence in how to support their child's literacy learning and transition to Primary 1.</p> <p>Almost all staff report that they feel more confident in using data to inform their judgements on identifying children who would benefit from targeted support or challenge in an area of their learning.</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to maintain a strong focus on wellbeing and the dignity and worth of every individual and their family.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We continued to track children's wellbeing regularly, asking them to self-report against the wellbeing indicators and holding check-ins with identified groups of learners to respond to changes in individual wellbeing needs. • We continued to hold learner conversations termly and embed the <i>One Trusted Adult</i> approach across our school. All children report that they have an adult in school they can speak with if they are upset or worried. • Identified groups of learners in our school benefitted from involvement in self-esteem groups, targeted support, referrals to other agencies, lego therapy, counselling, music therapy, scooter sessions and bespoke curriculum plans. This led to increased attendance and engagement amongst the identified group of learners, and their ongoing development in the skill of regulating their behaviour and emotions. • In partnership with Social Policy colleagues, our school hosted a <i>Triple P Parenting programme</i> designed to provide support for families. All of the parents who participated reported increased confidence in supporting their child with their emotions and challenges. • Building on the success of our whole school wellbeing strategy and the delivery of the <i>'Inner Wings'</i> programme, we introduced Year 2 <i>'Finding Your Voice'</i> from Primary 3-7. Almost all learners report that school is helping them to be confident and all parents agreed that their child is increasing in confidence. • Our school's strong rights-based approach and the link with our Catholic vision and values was validated with our Reaccreditation of the Gold Rights Respecting Schools Award in November 2023. • As part of our <i>Chatter Time</i> programme, every child was introduced to the themes of 'Equality and Diversity' and had opportunities to explore scenarios and challenge assumptions. • For the second year running, 100% of parents report that staff in our school treat their child fairly and with respect. • The ELC team have engaged in a pilot programme with the Educational Psychologist on the use of the Circle 'Up, Up and Away' tools. This has led to increased capacity in staff to evaluate and enhance the interactions and spaces provided for targeted children. • One of our ELC practitioners led well-attended family engagement sessions on how the <i>'Emotion Works'</i> cogs can be used at home to further support children to identify and understand their emotions. <p><u>Evidence indicates the impact is:</u></p> <p>Learners across the school benefit from positive relationships based on mutual respect and trust.</p> <p>Learners positively report improvements in other children's behaviour and how children treat each other from last school session.</p> <p>Learners have a strong sense of wellbeing, attain and achieve very well and feel valued as individuals and respected.</p>
<p>ELC</p>	<p>Children experience consistent and sensitive support from all practitioners when they are experiencing negative feelings. This is helping children to recognise and control their emotions well and explain how they are feeling.</p> <p>Almost all children play and learn well together, and benefit from the warm, nurturing relationships between staff and children.</p>

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was to increase opportunities for children to lead their own learning across the curriculum.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> We reviewed our whole school learner participation structure to embed pupil voice and leadership of learning through pupil committees and leadership groups. Several committees achieved external accreditation for their improvement work this session including <i>Gold Rights Respecting Award, Gold School Sport Award and Silver Reading Schools Award.</i> Teaching staff and senior leaders engaged with research and professional learning around the principles of interdisciplinary learning (IDL). This impacted on the planning for future topics to ensure relevance, local context, partnerships and learner voice were fully considered. The leadership team carried out a whole school IDL review in March 2024 to evaluate how well the principles of IDL were being embedded at each stage. Feedback from the review supported the ongoing professional learning of teaching staff and increased teacher confidence in the delivery of IDL. We continued to track learners' individual achievements in and out of school, providing children with choice as to how these achievements were recognised. Reviewing examples of practice from across Scotland, our staff team explored ways to track learners' skill progression and involve them in self-evaluation activities of the meta-skills. Key information from these activities was used to support children across the school to better understand their individual skill development. In May 2024, all staff were involved in evaluating our current curriculum rationale to identify key priorities and gaps in our curriculum offer for next session. This was further enriched by feedback from a parent/carer consultation around our curriculum offer. All ELC practitioners were supported to lead and monitor change linked to the ELC improvement plan through the establishment of '<i>Curriculum Champ</i>' roles. Daily provision in the ELC includes access to woodwork and sewing experiences which has led to increased engagement and participation in ELC learners. ELC children regularly take part in community walks and visits to local shops, supermarkets and to the local woodland areas enabling them to use their skills in new and unfamiliar contexts. <p><u>Evidence indicates the impact is:</u></p> <p>Learner voice is valued highly, and the range of pupil voice groups gives all young people opportunities to put their suggestions forward and lead improvements in learning.</p> <p>Learners and teachers co-design learning experiences through increased opportunities for pupil voice at the planning stage and opportunities to connect skill development.</p> <p>Most learners (89%) find their learning enjoyable and almost all (95%) of parents report that their child likes being at school.</p>
<p>ELC</p>	<p>Children are becoming increasingly independent in their learning and make many choices about what and where they will play.</p> <p>Children are actively involved in a wide range of learning experiences that take very good account of their interests, as well as their developmental needs. They have access to interesting, open-ended resources that promote curiosity, creativity and inquiry.</p>

Evaluative comment on school's attendance and exclusion data required.

The school's attendance rate for Session 2023/24 was **93.45%** with an exclusion rate of **0%**.

The Leadership Team monitor pupil attendance bi-monthly and work in partnership with parents/carers to overcome any barriers to attendance. Following conversations with parents and offers of support, pupil attendance is shown to improve. We have noticed a 1% increase in overall attendance from last session.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

St. Ninian's has a proud tradition of excellent partnership working with parents and families to involve them in their child's learning. In May 2024, our positive responses within the annual parent ethos surveys were above the West Lothian average and indicated continued areas of strength including communication and consultation of parents.

In Session 2023/24, weekly updates were sent to all families to provide ongoing communication about the life and work of the school. Our work was enriched by feedback from parents/carers throughout the session. Parent feedback influenced changes to our home learning approaches in November 2023 and the level of challenge offered in learning from February 2024. Parents were also invited in May 2024 to vote on next session's priorities for improvement and how best to use the school's Pupil Equity Funding to meet the needs of all learners.

Our learning café for families, 'Ninian's Natter', continues to be a very popular event in the annual school calendar. Families enjoy regular opportunities to join their children in school to review jotters and chat about learning. In March 2024, families were also welcomed into their child's classroom to participate in family learning interdisciplinary learning activities. In our ELC, families were able to join in smaller groups for Stay and Play sessions too. Sports Days and Leavers' celebrations also provided opportunities for parents and families to support their child and celebrate with the wider school community.

It has been wonderful to welcome a range of parent and grandparent volunteers into school this session to support our improvement journey. Our school benefits from the support of volunteers to lead our fortnightly Credit Union. Several parents also volunteered their time to be part of our Careers Market Place during Skills Week and some parent volunteers led after school clubs or supported on school trips. Our active and enthusiastic Parent Council supported the school community with very successful Christmas fundraising activities and a bespoke new P7 Enterprise project.

Developing in Faith section to be added for denominational schools

This year's theme of '*Serving the Common Good*' sits firmly alongside our school vision of growing in the image and likeness of Christ within our community of faith and learning and reflects our ongoing commitment as a Laudato Si school.

Interdisciplinary topics include key aspects of Catholic social teaching and inspire our children as Responsible Citizens. By focusing on the importance of our local context, our children are involved in activities to enhance the local community. This session, this has included community litter picking events around our town, the involvement in creating a fairy garden at the local community centre garden space and class visits from *SCIAF* to enrich the curriculum.

Pupil leadership of faith in action has been central to our improvement work this year too with the fantastic work of our Mini Vinnies Pupil Committee. Inspired by the teachings of St Vincent de Paul and a visit from the leader of our local SVDP group, our Mini Vinnies created an action plan to think, act and do good for others in our community. Their work started in November 2023 with a Prayer Breakfast for families and Parishoners during Catholic Education Week around the theme '*Pilgrims of Faith*'. In April 2024, older members of our local community joined the Mini Vinnies and School Choir for music, lunch and games. Through these pupil leadership opportunities, our children have learned to use their time, gifts and talents to serve others.

Lent 2024 gave our Mini Vinnies the chance to involve the whole school community in charity fundraising events. They organised a PJ Day and raffle raising £400 for *Missio* and a Crazy Hair Day which saw over 150 Easter Eggs being donated to St John's Hospital Children's Ward. A guest speaker from *Missio* attended Chatter Time to share the important work of the charity group and all children were gifted a set of rosary beads at this time. Rosary Club then took place that month to allow children the chance to attend and offer their prayers for children

across the world. Children from across our school were also involved in leading Stations of the Cross during Lent, reading prayers which allowed children to reflect on the relevance of the Stations in our lives today.

Our continued involvement in the *Pope Francis Faith Award* saw 19 of our Primary 7 pupils achieve the Award and deepen their understanding of Gospel values through their activities. By sharing all of this at a whole school Chatter Time, future year groups are inspired to get involved too.

Finally, members of staff across our school have demonstrated their commitment to '*Serving the Common Good*' through engagement with professional learning events including Catholic HT and Catholic DHT Conferences, Sacramental Preparation CLPL and the Laudato Si Learning Festival.

Our Wider Achievements this year have been:

- **Education Scotland Summary of Inspection Findings published in August 2024**
<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4709>

- **External Accreditation Awards:**



November 2023



April 2024



June 2024

- **Curriculum Offers:**
NYCOS Music Workshops – P4, Afro-Peruvian Drums Workshops – P4/5 and P5, Pizza Express visits – P6, P6/7 and P7, Sky Academy visits for P4, P4/5 and P5, Safer Internet Day Assemblies, P6 Euro Quiz, Black History Month Speaker P4-7 STEM workshops, Author's events at Waterstones for P5-7 and Risk Factory – P7.
- **Sporting Success:**
Level 1 and Level 2 Bikeability Programme, P6 Cross Country Festival, P7 Sports Leaders Training, P3 Tennis Festival, P4 Handball Festival, West Lothian Wolves Basketball Tournament, Football Tournaments, Sports Day.
- **Involvement in Themed Days/Weeks:**
European Day of Languages, Catholic Education Week, Wear Red for Anti-Racism Day, Book Week Scotland, Anti-Bullying Week, Scotland Loves Languages Week, Children's Mental Health Week, British Science Week, Skills for Work Week, Climate Action Week, Big Walk & Wheel Week.
- School Trips for every class, Outdoor Activity Day for P6 and 3-day Residential for P7
- ELC Christmas Market, P1 and P2 Nativity Play and P3-7 Christmas Concert
- Christmas Fayre – raising £1,700 for school funds
- Sacramental Programme for P3, P4, P7 pupils
- Pope Francis Faith Award in P6 and P7
- School Community Litter Pick
- £400 raised for Missio Scotland
- Free After School Club Programme for P1-7
- Halloween Parties
- One P7 winner in Maths University Challenge
- Use of SEESAW in P1-7 to enhance parental engagement
- Choir showcase event
- Book Gifting Event and Read, Write Count Bags for P1-3

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Excellent
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Excellent
3.2 Raising attainment and achievement	Very Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

*Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016