



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

CONTEXT & FACTORS

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.

Confident Individuals

Successful Learners

Effective Contributors

Responsible Citizens

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

ELC ACTION PLAN

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2025-26

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

We delivered on our 24-25 SIP key priority of developing skills through challenging, exciting and varied learning experiences.

Learners report an increased level of enjoyment in their learning in session 24-25. **94%** reported on this positively, compared with 89% in 23-24 and a West Lothian average of **74%**. **99.41%** of parents told us that their child likes coming to school.

Data shows that **most** children across the school achieve expected levels of attainment in literacy and numeracy. Our data remains **above** comparator schools and the West Lothian average for P1, P4 and P7.

Data shows an attainment gap for **Quintile 1 learners** in literacy and numeracy at First Level.

An acting HT will be appointed in August 2025 to lead the school and ELC.



STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Curriculum Attainment Data and Identified Gaps

Literacy, Numeracy and Health and Wellbeing Priorities

Raising attainment, including closing the gap – West Lothian Raising Attainment Strategy 2023-28

Corporate Plan

Pupil Equity Funding

Curriculum: Service Design Tools

Equitable Schools

NATIONAL

The Charter for Catholic Schools in Scotland

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Scotland's Curriculum Framework

OECD – Future of Education and Skills 2030

Getting it Right for Every child (GIRFEC) & Support for Learning: All our Children and All their Potential (ASL Review) 2020

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Realising the Ambition

UNCRC

Developing The Young Workforce: Career Education Standards



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

VISION & VALUES

PRIORITY:
To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.

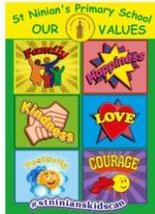


HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

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

SCHOOL VALUES



Love Family Happiness
Kindness Positivity Courage

Written in consultation with all stakeholders

CURRICULUM RATIONALE

Our driver:
We have the highest expectation and belief for every child.

The curriculum at St Ninian's Primary School focuses on the totality of children's experiences in and out of school and is firmly centred on improving outcomes for **all** learners. Our shared values underpin our aspirations for the school community with children's wellbeing at the heart of our work. We believe that all of our learners can achieve and thrive through exciting learning opportunities and strong, supportive relationships. We actively promote learner choice, voice and ambition.

Our priority aligns closely with our shared commitment to the formation of the whole child and the development of each child's God-given talents. Continuing to enhance our curriculum offer, based on the views of all members of our school community, will enable us to support every child to thrive in our inclusive, happy learning environment. As our school embeds a new Equity Strategy this session, we will use our data and evidence to ensure equity for all learners.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: **2025-26**



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

SUPPORTING DATA

PRIORITY:
To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Further developing our curriculum offer is impacting positively on the overall experience and achievement of all learners.

Almost all children feel listened to and included in improving our curriculum experiences.

A range of literacy, numeracy and HWB interventions are required to support or challenge identified learners to attain and achieve.

Identified equity gaps, particularly in P3 and P4, are impacting on learner progress.

A focus on an Inclusive Curriculum for equity will ensure our curriculum meets the needs of all learners.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

<i>Whole school self-evaluation – March 2025</i>	<i>Class Learning Visits</i>	<i>Pupil and Parent Ethos surveys 2024-25</i>
<i>Class Conversations</i>	<i>Chatter Time and Class Visits</i>	<i>Pupil Ethos Survey</i>
<i>Excellence & Equity discussions</i>	<i>Jotter monitoring</i>	<i>Attainment Data – Track 4 2025</i>
<i>Excellence & Equity discussions</i>	<i>Class Equity Analysis P3/P4</i>	<i>Quintile 1 Attainment Data</i>
<i>Professional dialogue at team meetings</i>	<i>Changing context of our school</i>	<i>SIMD, attendance, EAL data</i>

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2025-26



St. Ninian's RC Primary School- and ELC Setting

ACTIONS & INDICATORS

PRIORITY:
To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

- Class calm corners/European Day of Languages
- BTC questionnaires and surveys
- Food Technology & STEM curricular plan
- CLPL with WL Equity Team to review Equity Strategy
- STEM themed weeks

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Staff to attend Cluster 'Equality & Diversity training led by the Archdiocese and One Trusted Adult approach launched for session
All staff
Aug-2025
- A 3rd lead learner will attend cluster BTC training starting Sept 2025 to support the development of Building Thinking Classrooms
Lead Learners
Sept-Oct 2025
- Establish new SIP leadership groups to review and plan for progression of identified aspects of the curriculum: Food Technology, Digital technologies and STEM.
SIP Groups
Aug – Oct 2025
- Class equity analysis to be created and shared with all teachers and a robust approach to E&E through termly professional dialogue meetings
DHT/All staff
Aug-Sep 2025
- STEM Lead Learner to attend SPACE CLPL and launch program with P4 class. Science in school workshops to be planned and family Science Show.
STEM Lead learner
September 2025

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMEDIATELY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- All staff will report an increased knowledge and understanding of equality and diversity. Pupils and staff will track against wellbeing indicators.
- Lead learner will have increased confidence level in leading and supporting BTC.
- Each SIP group will create a Driver Diagram to identify actions and test ideas to demonstrate leadership of change and learner voice opportunities.
- Intervention strategies agreed and tracked. Protected staff time for tracking analysis and preparation. SLT trained in new GIRFEC procedures.
- Baseline and post SPACE assessments for pupils. Family feedback and pupil voice. SLT & Lead learner to meet with STEM parent champion.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2025-26



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.

(actions for next term to be decided once this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

Review relationships charter

QI day-BTC focus

2nd STEM week/food technology lessons

Complete refresh of Equity Strategy

Embed use of digital technologies

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 6 All classes to create a calm corner for all children to access to support wellbeing and emotional regulation. All staff
October 2025
- 7 SLT/Staff to complete BTC readiness questionnaire and P4-P7 children to complete Myself as a Learner survey. Professional reading to start. All staff & pupils
Oct-Nov 25
- 8 STEM project with P7 Business mentors to begin and STEM themed Robotics week for all classes. Lead learner/all staff
Oct-Nov 25
- 9 Staff to attend self evaluation session with WL Equity lead and parent/pupil voice to be gathered to refresh and update Equity Strategy. All staff/parents/pupil
October 2025
- 10 Food technology progressive lesson plans to be developed by staff team, local partners to be contacted for support. HWB leads/all staff/PSW
Oct-Nov 25

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

- Pupils able to access resources to support regulation
- Analysis of results and audit of equipment/resources needed to support launch of BTC
- Pupil exposure to robotics and programming and STEM aspirational occupations. Pupil voice to be gathered.
- Refreshed Equity Strategy using feedback from whole school community
- A progressive curricular pathway for food technology, support obtained from community partners

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.

(actions for next term to be decided one this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

Diversity Day/Health Week

Digital Reaccreditation

STEM week 3 & P7 Business Finals Event

Complete refresh of relationships charter

GIRFEC policy launch

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 8 Review school's relationships charter with all stakeholders. P3-P5 to plan and perform a Scottish Showcase. Plan celebration of school diversity and Health Week. All staff Jan-Mar 26
- 9 Teachers to plan and deliver BTC experiences weekly – using vertical surfaces, randomized groupings, defronting classrooms. All staff Jan-March 2026
- 7 Ongoing delivery of food technology and skills sessions led by teachers and PSW's. All staff Jan-Mar 2026
- 11 Complete refresh and update of Equity Strategy. P4 staff working alongside equity team to discuss Q1 learners. CLPL with Young Carers and SALT (DLD) DHT/P4 staff March 26
- 12 Application to be made for Reaccreditation for Digital Schools Award Digital lead learner March 26

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

- To refresh school relationships charter in line with current guidance, equitable classrooms.
- Effectiveness of approach assessed via QI day
- Pupil voice and evidence of progression of skills
- Refreshed Equity Strategy using the 5 pillars of the Equitable Classroom.
- Collation of evidence to support reaccreditation.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: 2025-2026



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:
To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.
(actions for next term to be decided one this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS:

50th Anniversary celebrations for our school – February 2027

40th Anniversary celebrations for our ELC – October 2026

BTC-Year 2

Vision and Values Consultation

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

Enter 'new/continuing action'

Enter 'new/continuing action'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

Enter 'new/continuing action'

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

A CURRICULUM
for EXCELLENCE

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

2, 3, 5	Enthusiasm and motivation for learning
3, 5	Determination to reach high standards of achievement
1, 2	Openness to new thinking and ideas
2, 3	Use literacy, communication and numeracy skills
3, 5	Use technology for learning
2, 3	Think creatively and independently
2, 3	Learn independently and as part of a group
1, 5	Make reasoned evaluations
2, 3	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1, 5	Self-respect
1	A sense of physical, mental and emotional well-being
1, 4	Secure values and beliefs
5	Ambition
1, 2, 5	Relate to others and manage themselves
1, 3	Pursue a healthy and active lifestyle
5	Be self-aware
1	Develop and communicate their own beliefs and view of the world
	Assess risk and make informed decisions
3, 5	Achieve success in different areas of activity

CITIZENS:

1, 4	Respect for others
1, 4	Commitment to participate responsibly in political, economic, social and cultural life
1	Develop knowledge and understanding of the world and Scotland's place in it
1	Understand different beliefs and cultures
1, 4	Make informed choices and decisions
	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
	Make reasoned evaluations

CONTRIBUTORS:

	An enterprising attitude
	Resilience
	Self-reliance
1, 2	Communication in different ways and in different settings
2, 3, 5	Work in partnership and in teams
3	Take the initiative and lead
2, 3	Apply critical thinking in new contexts
3	Create and develop
2, 3	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2025-26

COURAGE RELATIONSHIPS VALUES RELEVANCE



QUALITY INDICATORS

PRIORITY:

To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

1, 4

Developing a shared vision, values and aims relevant to the school and its community

2, 5

Strategic planning for continuous improvement

3

Implementing improvement and change

2.2 Curriculum

3

Rationale and design

2, 3

Development of the curriculum

3, 4

Learning pathways

5

Skills for learning, life and work

2.3 Learning, teaching and assessment

1, 2, 3

Learning and engagement

2, 4

Quality of teaching

2, 3, 4

Effective use of assessment

2, 3, 4, 5

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1, 3

Wellbeing

1

Fulfilment of statutory duties

1, 4

Inclusion and equality

3.2 Raising attainment and achievement

2, 4

Attainment in literacy and numeracy

2, 4

Attainment over time

3, 5

Overall quality of learners' achievement

4

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

QI 1.5 – Management of Resources as part of the school's approach to developing the curriculum. Staff will be able to audit current resources and utilize the devolved budget to create a spending plan for each of the SIIP groups.

QI 2.4 – Personalised support will be an ongoing focus in looking at equity and the impact on Quintile 1 attainment in the first level.



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



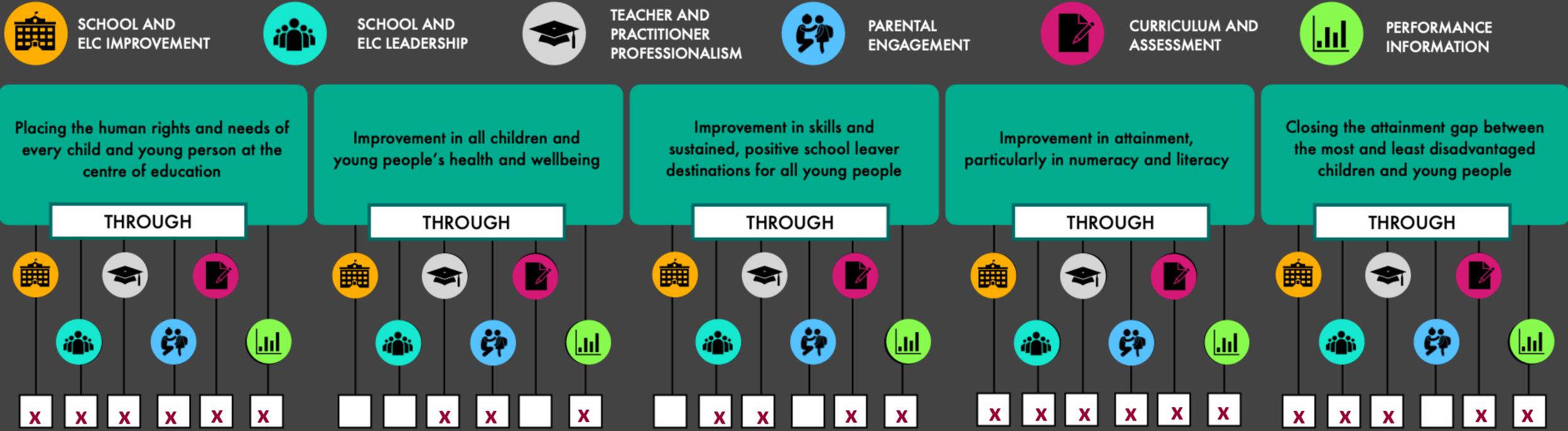
St. Ninian's RC Primary School and ELC Setting

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
To ensure that every child experiences varied, stimulating and challenging learning experiences, leading to increased attainment and achievement for all.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2025-26



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

PLANNING FOR:

40th Anniversary celebrations for our ELC – October 2026

50th Anniversary celebrations for our school – February 2027

Vision and Values Consultation

YEAR3

Whole school numeracy review

Curriculum rationale and design continued

YEAR4

Whole school literacy review

Pedagogical approaches

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



PEF
STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  [Copy of Think](#) to view our PEF Summary and find out more about our use of funding.



ELC ACTION PLAN



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.