

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



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Douglas Rise
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Livingston
West Lothian
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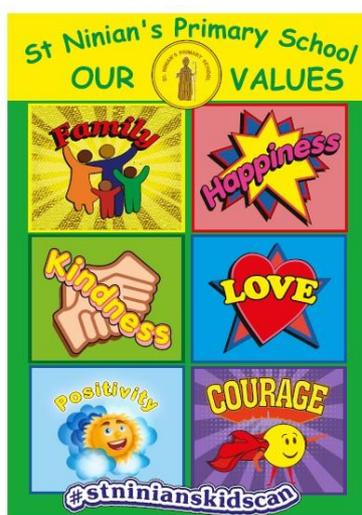


ABOUT OUR SCHOOL

St. Ninian's Primary School is a denominational primary school serving the communities of Dedridge, Adambrae and Murieston. Our school roll is 254 and we have a 40/30 nursery class. Our catchment area is wide spread and we have a diverse and multi-cultural school community. 20.56% 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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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 2024/25 to ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.</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 good progress. What did we do?</p> <ul style="list-style-type: none"> Teaching staff continued to work together to review our literacy curriculum, using attainment data and self-evaluation evidence to refresh approaches. All teachers completed a survey on their confidence with literacy pedagogy so that professional learning needs could be identified and prioritised. 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 identified. In addition, our bespoke approach to team-teaching and Pupil Support Worker deployment was reviewed regularly to focus on improving attainment for all children. Moderation of children’s writing took place within Self-Evaluation Teams to agree shared consistencies and standards across levels. As a school, we continue to make confident professional judgements about children’s progress. The Acting Depute HT prioritised literacy and numeracy interventions within our annual Pupil Equity Fund planning, closely tracking the impact of new resources in place to address gaps. This session, we introduced Building Thinking Classrooms (BTC) in Mathematics to our curriculum. Lead Learners at 1st and 2nd level attended cluster training sessions and then cascaded this training back to most of our teaching staff. Opportunities for professional reading and dialogue enabled staff to introduce BTC in all classes this session. Across the school, we have observed increased enthusiasm for numeracy and maths as a result. We plan to extend this approach in Session 25-26 to ensure consistency across the school. Quality improvement activities carried out by the Senior Leadership Team were focused on gathering learner views through class conversations and surveys. Building on from last session, we continued to prioritise challenging experiences for all learners. In January 2025, 41% said of learners told us learning was hard enough all of the time and 57% said some of the time. Class teachers worked with their own classes to explore children’s understanding of challenge. Pupil and parent ethos surveys carried out in May 2025 confirm that almost all pupils and parents agree that learners are encouraged and stretched to the best of their ability. <p><u>Evidence indicates the impact is:</u></p> <p>Learners across all stages have continued to make very good progress in literacy and numeracy, with almost all P1 learners and most P4 and P7 achieving expected levels of attainment.</p> <p>Learners across the school continue to benefit from a responsive Excellence and Equity Strategy, with access to team teaching and support/challenge interventions. Our attainment data confirms that we perform above comparator schools in almost all measures.</p> <p>Learners (98%) report positively that they are getting along well with their learning and 100% of parents report that their child is progressing well in their learning.</p>
<p>ELC</p>	<ul style="list-style-type: none"> In the ELC, staff used the CIRCLE literacy rich environment tool termly to enhance indoor and outdoor spaces. Story of the Fortnight, Word Boost and a lending library are well-established in the nursery environment and are supporting children to make progress in key aspects of literacy. We introduced a new transition programme with a focus on literacy and initial sounds. Our pre-school children are very engaged and able to transfer their knowledge across the spaces. All children have shown interest in the topics. <p><u>Evidence indicates the impact is:</u></p> <p>Most children in in our ELC understand and use an increasing vocabulary by the end of their pre-school year.</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 to reduce barriers to learning and participation for identified groups of learners.</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"> • The school was awarded £57,575 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. Funding for additional Pupil Support Workers was also prioritised to support identified learners. • 12 priorities were planned and 67% of these priorities were fully achieved with the remaining 33% making good progress. • Interventions this year have focused on increasing attendance, addressing gaps in literacy and numeracy and supporting wellbeing and participation. Examples include IDL, Precision and Scotland Reads for first and second level reading, team teaching to focus on core writing targets, 1stClass@Number to support progress in first level numeracy and a bespoke curriculum to support emotional wellbeing and participation. • Following a consultation with learners and families, we used PEF funding to provide a free after school programme for Terms 2 and 3. Over the session 51 learners (74%) from Quintile 1 or in receipt of FSM accessed the clubs and we tracked their attendance to support all learners to participate in at least one activity. 28 learners from Quintile 1 or in receipt of FSM (41%) attended 2 or more clubs. • Following pupil consultation, our Participatory Budgeting Initiative led to the purchase of new playground equipment for all children. • Children and families in the ELC were able to attend PEEP classes in person to support transition to Primary 1. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • The majority (65%) of identified children increased their reading age or confidence level in reading. • When given more support during weekly writing lessons (team teaching), all identified children can achieve the desired outcome of 4/8 core targets or more at green or amber based on teacher professional judgement. • Most of the identified children (78%) reported that their confidence level had increased by 1 or more on the numeracy confidence scale. • When the children were asked if they thought the new playground equipment had increased their overall wellbeing, almost all children (93%) said yes.
<p>ELC</p>	<p>All parents who attended 4-week PEEP sessions report increased confidence in how to support their child's transition to Primary 1.</p> <p>Identified children requiring speech and language interventions were supported to develop their communication needs and language skills through 1-1 key worker time and support sessions for families.</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 to ensure all children further develop their skills and resilience</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Introduced a new whole school Health and Wellbeing resource called 'Treehouse' to further develop children's resilience, mental health, self-confidence and empathy. • Using a Likert Scale, we gathered baseline wellbeing data from all P3-7 learners on four identified wellbeing themes. Two themes emerged as areas of focus for the session: enabling children to think positively and supporting them to develop strategies to feel calm. Our Chatter Time assembly programme was designed to target these areas and a repeat of the survey in May 2025 shows improvement in pupils self-reporting positively on these themes.
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<p><i>through challenging, exciting and varied experiences across the four contexts of learning.</i></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>	<ul style="list-style-type: none"> • All staff engaged in professional learning using the CIRCLE Self-evaluation Framework to reflect on our inclusive learning environments. Individual staff identified strengths and next steps as practitioners, and we prioritised the participation of all learners in our classrooms. • Re-designed our Pupil Committee leadership structure to focus on skill development for P4-7 learners. One of our committees, Playground Champs, worked collaboratively with the PB committee to improve all of our playground spaces to create a stimulating environment for all pupils to play and learn in. After the launch of in April 2025, we observed a reduction in playground incidents at break times. • Our HWB Mini Champs led a review of our school’s Positive Relationships Charter with a focus on expectations, recognition and consequences. Our school community are consistent and fair in our approach. For the third consecutive year, 100% of parents report that staff in our school treat their child fairly and with respect. • Continued to promote positive outcomes for all learners through our well-established HWB curriculum including a One Trusted Adult approach, wellbeing check-ins and bespoke HWB interventions for identified learners. • Introduced a new Food Technology programme with every class taking part in a progressive 6-week block. All learners experienced opportunities to develop their knowledge and skills of food and healthy choices, food hygiene and preparation, and opportunities to cook and taste different foods. We successfully achieved a Food for Thought Grant for £3,000 to purchase new equipment and utensils and Lidl grants of £200 to purchase fresh ingredients to support the delivery of the programme. All of the programme is led by two of our Pupil Support Workers as part of their Lead Learner roles. <p><u>Evidence indicates the impact is:</u></p> <p>Learners report positively, and well above the West Lothian primary school average, that children behave well (94%) and that the school deals well with any bullying (92.31%).</p> <p>Learners are happy, confident and enjoy their learning experiences in our school. Levels of engagement in all classes remain high and learner feedback is positive.</p> <p>Learners are confident in how they can access support in our school from peers or trusted adults. They respond positively to universal and targeted supports, with staff able to quickly intervene in any episodes of dysregulation or changes for a pupil.</p>
<p>ELC</p>	<ul style="list-style-type: none"> • The ELC team have continued to make good use of the ‘Up, Up and Away’ tool to audit the physical and social environment for all learners. They have developed their use of consistent shared language and song signifiers to support children who become dysregulated. • Re-introduced Huddle Time to support all children to recognise and name key emotions through increased use of check-ins, the Colour Monster story and promoting the nursery value of friendship. <p><u>Evidence indicates the impact is:</u></p> <p>Children experience consistent and sensitive support from all practitioners when they are experiencing negative feelings. The majority of children recognise and control their emotions well and explain how they are feeling.</p> <p>Most children can form friendships with their peers by the end of the pre-school year and can share and cooperate with others. Staff intervene sensitively and promptly to help children build these skills.</p>

4.

To improve employability skills, and sustained, positive school-leaver destinations for all young people

Our measurable outcome for session 2024/25 to ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.

NIF Driver(s):

School and ELC Improvement
School and ELC Leadership
Teacher and Practitioner Professionalism
Parental Engagement
Curriculum and Assessment
Performance Information

We have made **very good** progress.
What did we do?

- Refreshed our commitment as a *LaudatoSi* School with a whole school topic called #St Ninian's Kids Care and a focus on enhancing learner autonomy and interdisciplinary learning skills.
- Re-designed the structure of our Pupil Leadership Committees to enhance skill development and learner leadership of improvement priorities. P4-7 pupils worked with staff to create committee action plans and lead change across the school community.
- Re-introduced P1-3 Skills Academies to allow learners to work collaboratively with others and experience wider achievement opportunities beyond the classroom.
- Introduced a new progressive overview for the development of the meta-skills from P1-7. All learners were involved in self-evaluating their progress with identified meta-skills and shared this with families on SeeSAW. Our learners can describe their skills with increasing confidence.
- Reviewed our approaches to pupil profiling across P1-7 alongside our tracking of skills and individual participation. Parents had regular opportunities to share their child's wider achievements. 'St Ninians Kids' Can Weeks, celebrated on SeeSaw, provided parents with increased updates on their child's progress and learning strengths.
- Teaching staff engaged in professional learning with the WL Digital Pedagogy Officer to increase their digital skills in areas such as Learning Accelerators, Microsoft Tools and Artificial Intelligence. Pupil Support Workers attended monthly Digi drop-ins with the DHT to up-level their digital knowledge and skills. All of this professional learning and commitment had a direct impact on increasing learners' skills and confidence in using digital tools.
- Provided weekly progressive outdoor learning experiences for P1-7 all year. After engaging in professional learning, the lead learner introduced the children to pond dipping and fire pits this session.
- Improved the offer of music within our Expressive Arts curriculum. A new resource called 'Music Express' was introduced to provide a progressive approach to music experiences across the school. Learners and staff are enthusiastic about the opportunities it provides. In addition, P4/5 and P5 participated in an 8-week Artistic Rhythms music block with Limelight Music.
- Ensured that every child in our school had the opportunity to participate and perform in a school show this year. P1 and P2 performed The Nativity in December, P3 and P4 pupils worked hard to perform 'You Are Special' concert in June and P5-7 pupils excelled in their production of 'Joseph and The Amazing Technicolor Dreamcoat' in May.
- P7 pupils participated in our bespoke annual Business Enterprise project led by a parent volunteer and business mentors. They talked with confidence about the skills they have developed during this project such as business proposals and financial impact plans.
- Children, parents and staff report high levels of enthusiasm and increased confidence as a result of increased opportunities beyond the classroom this session.

Evidence indicates the impact is:

Learners at all stages are benefitting from an increased range of progressive, varied learning experienced across the curriculum led by a team committed to their professional learning.

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

Learners are receiving their entitlement to a broad, progressive education as part of our improved curricular offer this session.

<p>ELC</p>	<ul style="list-style-type: none"> • All ELC practitioners were supported to lead and monitor change linked to the ELC improvement plan through their lead learner roles and individual action plans. • Purchased high quality and open-ended resources to refresh our environment and increase levels of engagement in the different spaces. The team also engaged in good practice visits to other settings to reflect on changes being made and, in particular, consider our offer for 2 year olds. • Enhanced local community walks to include visits to the care home and the Lanthorn Library which has re-opened. These visits allow children to develop their skills in new and unfamiliar contexts. <p><u>Evidence indicates the impact is:</u></p> <p>Children become increasingly independent in their learning and make choices about what and where they will play as they progress through nursery.</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.</p>
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Evaluative comment on school's attendance and exclusion data required.

The school's attendance rate for Session 2024/25 was **93.45%** with an exclusion rate of **0%**. The Leadership Team monitored pupil attendance monthly and worked in partnership with parents/carers to overcome any barriers to attendance. We promoted the importance of attendance through our weekly updates and recognised improvements in attendance with children and parents. Our school's allocated Attendance Officer provided additional support for families when this was required.

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 2025, our positive responses within the annual parent ethos surveys considerably higher than the West Lothian average and indicated continued areas of strength including communication and parents knowing what their children were learning at school.

In Session 2024/25, 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 helped to identify strengths of our school approaches. Parents were also invited in May 2025 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. Family Learning activities took place with family cooking and fitness sessions. All parents had the opportunity to watch their child perform in a school show this year. In our ELC, families were able to join in smaller groups for Stay and Play sessions, Summer Time Sing-a-longs and Transition PEEP groups. 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 monthly Credit Union, and a team of reliable, flexible and enthusiastic parents volunteer on weekly outdoor learning sessions. Without their help and time, we could not run the exciting programme in place.

Our active and enthusiastic Parent Council supported the school community with very successful Christmas fundraising activities, a bespoke P7 Business Enterprise project and a wonderful family fundraising event.

Developing in Faith section to be added for denominational schools

This year's theme of 'Promoting Gospel Values' sits firmly alongside our school vision of growing in the image and likeness of Christ. We are a values-based school and everything that we do is linked to the values of our school and the promotion of Gospel values.

This session started with a cluster focus on identifying our shared and personal values as Catholic educators. Our staff took part in professional learning led by the Director of the Scottish Catholic Education Service to reflect on the values of our school and to identify our personal core values. All teachers and leaders in our cluster then displayed their core values so that our children could also be supported to explore their own personal values.

We are a Laudato Si school and our mission continued when our full school took part in a topic called #St Ninian's Kids Care, using one of the quotes from Laudato Si to explore the themes of social love, environmental poverty and links to scripture.

Our programme of Chatter Time Assemblies allows all of our young people to explore feeling and emotions and help pupils to apply Gospel values in their lives. Our school community has also supported the work of various charities this session including Mary's Meals, SCIAF and the West Lothian Foodbank. Guest speakers from these organisations have presented to the children at Chatter Times, relating their charity work to values such as compassion and justice.

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, our Mini Vinnies created an action plan to think, act and do good for others in our community. Their work started in November 2024 with a Prayer Breakfast for families and Parishoners during Catholic Education Week around the theme '*Pilgrims of Hope*'. In December 2024, our Mini Vinnies worked in partnership with members of the St Philip's Parish SSVP group to plan and host a Christmas lunch and entertainment for older members of our local community. Through these pupil leadership opportunities, our children have learned to use their time, gifts and talents to serve others.

We supported the SCIAF Wee Box Appeal during Lent 2025 and we managed to raise £346 through fun activities such as PJ day, basketball shoot and Funky Friday sing-a-longs.

Our continued involvement in the *Pope Francis Faith Award* saw 13 of our Primary 7 pupils achieve the Award and deepen their understanding of Gospel values through their activities. Two of our young people also received Parish Commendation. By sharing all of this at a whole school Chatter Time, future year groups are inspired to get involved too.

Our full school community is overjoyed that one of our teachers will represent the school and Archdiocese during an Educator's Pilgrimage to Rome as part of the Jubilee Year of Hope. Mr Bucknell will have the privilege of attending a private audience with Pope Leo!. As someone who always lives the Gospel values, Mr Bucknell will no doubt inspire our school community when he shares his experience with us on his return.

Our Wider Achievements this year have been:

- **External Accreditation Awards:**



April 2025

- **Curriculum Offers:**

Artistic Rhythms – P4/5 and P5, Safer Internet Day Assemblies, P6 Euro Quiz, Black History Month Speaker, P7 Business Enterprise project, Author's events at Waterstones for P5-7 and Risk Factory – P7, Presentations from SCIAF, Mary's Meals and Justice & Peace Scotland, P5-7 inspirational speaker 'Gavin Oattes', whole school Fischy Music concert, P1-7 outdoor learning, P1-7 Food Technology programme, P1-7 Library visits, Tree Planting, Travelling by Tuba Concert for P1-7, Junior Duke Award – Individuals, Junior Forester Award – P4, P4/5 and P5

- **Sporting Success:**

Level 1 Bikeability Programme for P6, P3 Tennis Festival, West Lothian Wolves Basketball Tournament, Football Tournaments, Sports Day, P6 and P7 Almond Cup at St Margaret's, Jak Truman Football Tournament, P7 Cross Country Final, P7 swimming block

- **Involvement in Themed Days/Weeks:**

Laudato Si whole school topic, European Day of Languages, Catholic Education Week, Book Week Scotland, Anti-Bullying Week, Scotland Loves Languages Week, Children's Mental Health Week, British Science Week, Jubilee Year 'Pilgrims of Hope', Health 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
- P3 and P4 – You Are Special Concert
- P5, 6, 7 – Joseph and the Amazing Technicolour Dreamcoat
- Mini Vinnies Christmas Lunch for the elderly, held with the local SSVP Group
- Christmas Fayre – raising £1,000 for school funds
- Sacramental Programme for P3, P4, P7 pupils
- Pope Francis Faith Award in P6 and P7
- School Community Litter Pick
- £360 raised for Mary's Meals and £346 for SCIAF Lenten Appeal
- Free After School Club Programme for P1-7 in Term 1 -3
- Halloween Parties
- Book Gifting Event and Read, Write Count Bags for P1-3
- Mini HWB, Literacy Numeracy Champs
- Links with Dedridge Primary School for reading activities
- Cinema trips for P1-3 and P4-7
- Pupil Committee trips around the local community
- Young Writer Competitions – 3 classes involved

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)