# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

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

**PRIORITY:**

***To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.***

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

*Confident Individuals* *Successful Learners* *Effective Contributors* *Responsible Citizens*

ELC ACTION PLAN PAGE 13

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BIGGER PICTURE PAGE 12

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

YEAR: 2026 -27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

## CONTEXT & FACTORS

**PRIORITY:**

***To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.***

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

### SCHOOL (LEARNERS)

We delivered on our 25-26 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 25-26. **95%** reported on this positively, compared with 89% in 23-24 and 94% the year before with a West Lothian average **of 72%.** **98%** 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.

Pupil voice directly impacts the curriculum improvement journey of the school as we strive to develop pupil agency and leadership of learning

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

Leader of Learning and CIC professional learning opportunities

### 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 – CIC development

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 continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.***

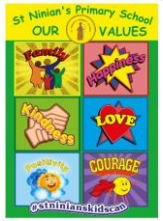
## HOW DOES **THE SPECIFIC IMPROVEMENT PRIORITY** FURTHER THE VISION AND VALUES OF THE SCHOOL?

### 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

**<u>Our driver</u>:**

**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 <u>BRIEF</u> BLURB **CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE** TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

**SUPPORTING DATA**

**PRIORITY:**

*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*

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

| DATA ANALYSIS STATEMENT: | TRIANGULATING SOURCES: PEOPLE'S VIEWS | DIRECT OBSERVATION | QUANTITATIVE DATA |
|---|---|---|---|
| *Further developing our curriculum offer is impacting positively on the overall experience and achievement of all learners.* | *Self evaluation activities/Pupil voice* | *Class Learning Visits* | *Pupil and Parent Ethos surveys 2025-26* |
| *Almost all children feel listened to and included in improving our curriculum experiences.* | *Class Conversations* | *Chatter Time and Class Visits* | *Pupil Ethos Survey* |
| *A range of literacy, numeracy and HWB interventions are required to support or challenge identified learners to attain and achieve.* | *Excellence & Equity discussions* | *Jotter monitoring* | *Attainment Data – Track 4 2026* |
| *Through robust excellence & equity processes our Identified equity gaps, particularly in P1, P4 and P5, are impacting on learner progress.* | *Excellence & Equity discussions* | *Class Equity Analysis P3/P4* | *Quintile 1 Attainment Data* |
| *A focus on an Inclusive Curriculum for equity will ensure our curriculum meets the needs of all learners.* | *Professional dialogue at team meetings* | *Changing context of our school* | *SIMD, attendance , EAL data* |

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

# SCHOOL IMPROVEMENT **PRIORITY**

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

## ACTIONS & INDICATORS

**PRIORITY:**

***To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*** ***HWB FOCUS****

## 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: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| **Class calm corners refreshed/ ZOR whole school approach to support regulation** | 1 *Staff to Attend Cluster session – Common Good Theme. Calm corners audited and resources refreshed. Lessons on ZOR in all classes* | *All staff* *Sept -2026* | *All staff will report an increased knowledge and understanding of equality and diversity. 2 CLPL sessions from ASN team to support pupil regulation* | |
| **Class Equity Analysis refreshed** | 2 *Embed refreshed Equity strategy using five pillars of inclusive classroom. Class equity analysis to be created and shared with all teachers and a robust approach to E&E tracking* | *SLT/AI staff* *Sept-Oct 2026* | *Intervention strategies agreed and tracked. Protected staff time for tracking analysis and preparation. Wellbeing indicators tracked* | |
| **Key leaders of HWB curriculum identified** | 3 *Lead learner, family champs and pupil champs identified to lead curricular development. New driver diagram to support HWB priorities agreed* | *SIP Groups* *Aug – Oct 2026* | *Action plan instigated to create a clear road map for the year ahead including pupil feedback on Health Week* | |
| **Leader of learning (LOL) lead practitioner identified** | 4 *SFL teacher to attend central LOL sessions with equity team and cascade* | *SFL/Pedagogy Leads* *Aug--Mar 2027* | *Embed refreshed Equity strategy using five pillars of inclusive classroom* | |
| **50th Anniversary Events Planning** | 5 *Calendar of events to be discussed and agreed and action plan collated. School Vision and Values revisited with pupils, staff and parents to ensure relevancy* | *SLT/Pupils* *Oct 2026* | *School will showcase learners skills and talents and share these with the wider school community. Refreshed vision & values from feedback* | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. | REVIEW SUCCESS |

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

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

## ACTIONS & INDICATORS

**PRIORITY:**

***To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future. Literacy /Numeracy Focus ****

## 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: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| CIC development through National & Local guidance | 1 DHT will attend WL sessions to support curricular change. This will be cascaded to staff through small tests of change | All staff<br>Dec 2026 | Pupil enjoyment of improved curricular offer. Staff observations in learning visits | |
| Embed BTC across the school ( Year 2) | 2 Lead learner will lead further developments in teacher questioning to promote thinking/rich task development and use of teacher pen ( Next steps from QI VISITS) | Lead Learners<br>Sept-Oct 2026 | All staff will have increased confidence level in leading and supporting BTC. Pupil confidence and enjoyment of Maths tasks. | |
| Revisit Maths Learning walls & create shared expectations | 3 Numeracy lead learner will explore best practice and create a refreshed checklist for success to support consistent use of walls by learners | SIP Groups<br>Aug – Oct 2026 | Maths learning walk/pupil focus group feedback showing that pupils are engaging with learning walls and that they are supporting pupil agency. | |
| CIC- SIP groups | 4 Establish new SIP leadership groups to review and plan for progression of identified aspects of the curriculum | DHT/All staff<br>Aug-Sep 2026 | Each SIP group will create a Driver Diagram to identify actions and test ideas to demonstrate leadership of change and learner voice opportunities | |
| Self evaluation of reading Approaches across the school | 5 Audit of reading approaches used across the school. Refresh of reading/phonics curricular guidance. Develop Gold Reading Acrcrediation plan | Literacy learner<br>November 2026 | Staff and pupil feedback/ SE activities/external accreditation – Gold Reading Award | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

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

## ACTIONS & INDICATORS

**PRIORITY:**

*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future. Closing the gap/other curricular areas **

## 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: | | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| **Continued relentless focus on impact of targeted interventions on learners** | 1 | *SLT/teachers and PSW team to continue to monitor interventions and respond according to adapt & modify as required* | *All staff* / *Dec 2026* | *To close recognized attainment gaps in identified pupils and support wellbeing to increase pupil engagement, resilience and self regulation* | |
| **PEF plan created** | 2 | *SLT with SFL to analysis school data and ensure that all PEF identified pupils are getting the academic and wellbeing supports needed* | *LSLT/SFL* / *Sept- 2026* | *To close recognized attainment gaps in identified pupils and support wellbeing to increase pupil engagement, resilience and self regulation* | |
| **STEM themed weeks** | 3 | *STEM Lead Learner to continue to work with industry professionals to design STEM focus weeks plan* | *STEM LEAD* / *Oct 2026* | *. Family feedback and pupil voice. SLT & Lead learner to meet with STEM parent champion.* | |
| **Focus on improving pupil digital skills** | 4 | *Audit of IT / New IPADS & Netbooks ordered to support learning/Pupil Masterclasses to support skills* | *SLT* / *Oct 26* | *Pupils across the school are able to demonstrate increased confidence in using digital resources to progress and present learning* | |
| | 5 | | *S* / *S* | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

## ACTIONS & INDICATORS

**PRIORITY:**
*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.* ***HWB FOCUS***

## 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 ACTIONS: | | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| Focus on 50th Anniversary Celebrations | | *Purchase resources for calm corner using audit analysis* | *HWB lead learner By Dec 2026* | *To support pupil self-regulation as part of an equitable classroom* | |
| School Vision & Values Consultation | | *Lead learner, family champs and pupil champs identified to lead curricular development. New driver diagram to support HWB priorities agreed* | *HWB Lead learner Nov 2026* | *Action plan instigated to create a clear road map for the year ahead including pupil feedback on Health Week* | |
| Enter any possible future actions | | *Calendar of events to be discussed and agreed and action plan collated. School Vision and Values revisited with pupils, staff and parents to ensure relevancy* | *Whole staff team Oct INSET* | *School will showcase learners skills and talents and share these with the wider school community. Refreshed vision & values from feedback* | |
| | | | *All* | | |
| | | | *H* | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

## ACTIONS & INDICATORS

**PRIORITY:**

***To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future. LITERACY/NUMERACY FOCUS***

## 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 ACTIONS: | | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| **Working Walls embedded** | 6 | *Lead learner will lead further developments in teacher questioning to promote thinking/rich task development and use of teacher pen ( Next steps from QI VISITS)* | *NUMERACY lead learner By Dec 2026* | *All staff will have increased confidence level in leading and supporting BTC. Pupil confidence and enjoyment of Maths tasks.* | |
| **Apply for Gold Reaccreditation –Reading Schools** | 7 | *Numeracy lead learner will explore best practice and create a refreshed checklist for success to support consistent use of walls by learners* | *Numeracy Lead learner Nov 2026* | *Maths learning walk/pupil focus group feedback showing that pupils are engaging with learning walls and that they are supporting pupil agency.* | |
| | 8 | *Staff to build awareness of new CIC developments with cluster colleagues* | *Whole staff team 2 cluster CIC sessions* | *Staff feedback on new curriculum documentation and its potential impact on learners experience* | |
| | 9 | *Audit of reading approaches used across the school. Refresh of reading/phonics curricular guidance. Develop Gold Reading Accreditation plan* | *CL INSET By Dec 2026* | *Staff and pupil feedback/ SE activities/external accreditation – Gold Reading Award* | |
| | 10 | *School community to participate in Book Week activities* | *Literacy Lead Learners w/b 16th Nov 25* | *Feedback from children/families reflecting enjoyment levels in reading* | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

## ACTIONS & INDICATORS

**PRIORITY:**
*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.* ***CLOSING THE GAP/other curricular areas FOCUS***

## 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 ACTIONS: | | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|---|
| STEM week 2 | | 6 *Increased teaching & PSW capacity to include small group setting/infant SFL interventions* | *SLT/SFL Nov 26* | *To close recognized attainment gaps in identified pupils and support wellbeing to increase pupil engagement, resilience and self regulation* | |
| | | 7 *Pupil Masterclasses to support technology skills* | *Digital lead learner Dec 2026* | *Pupils across the school are able to demonstrate increased confidence in using digital resources to progress and present* | |
| Enter any possible future actions | | 8 *STEM week – w/b 23rd November-Energy (Power) theme* | | *Family feedback and pupil voice.* | |
| | | 9 | | | |
| | | 10 | | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: 2026-27

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

## ACTIONS & INDICATORS

**PRIORITY:**

*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*

## 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 ACTIONS: | PLANNED ACTIONS: | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|
| | *Enter 'new/continuing action'* | *Enter 'new/continuing action'* | |
| | | | |
| | *Enter 'new/continuing action'* | | |
| | | | |
| | | | |

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

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

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

REVIEW SUCCESS

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

A CURRICULUM for EXCELLENCE

**PRIORITY:** *To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*

## 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

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

**QUALITY INDICATORS**

**PRIORITY:**

*To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*

## 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)

YEAR: 2025-26

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

St. Ninian's RC Primary School and ELC Setting

NATIONAL IMPROVEMENT **FRAMEWORK**

**PRIORITY:** *To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.*

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

| SCHOOL AND ELC IMPROVEMENT | SCHOOL AND ELC LEADERSHIP | TEACHER AND PRACTITIONER PROFESSIONALISM | PARENTAL ENGAGEMENT | CURRICULUM AND ASSESSMENT | PERFORMANCE INFORMATION |
|---|---|---|---|---|---|
| Placing the human rights and needs of every child and young person at the centre of education — THROUGH | x | x | x | x | x | x |
| Improvement in all children and young people's health and wellbeing — THROUGH | | | x | x | | x |
| Improvement in skills and sustained, positive school leaver destinations for all young people — THROUGH | | x | x | | x | x |
| Improvement in attainment, particularly in numeracy and literacy — THROUGH | x | x | x | x | x | x |
| Closing the attainment gap between the most and least disadvantaged children and young people — THROUGH | x | x | x | | x | x |

(SELECT X 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

COURAGE RELATIONSHIPS VALUES RELEVANCE

St. Ninian's RC Primary School

**BIGGER PICTURE**

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

| YEAR2 | YEAR3 | YEAR4 |
|---|---|---|
| *PLANNING FOR:*<br>*Continued engagement with CIC*<br>*Whole school numeracy review*<br>*Curriculum rationale and design continued* | *Whole school literacy review*<br>*Pedagogical approaches* | *Whole school literacy review*<br>*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 🔗 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.