

Context of the school:

St Ninian's Primary School is a Roman Catholic primary school situated in Gourock and serving the communities of Gourock, Inverkip and Wemyss Bay. This year our school roll is 313 across 12 classes. Our school building is over 2 levels with a disabled access lift. We make great use of our Multi Use Games Arena (MUGA) for PE and our Daily Mile as well as making use of our playground and local environment for high quality outdoor learning experiences.

We have 16 members of teaching staff including Head Teacher, Depute Head Teacher and Principal Teacher. This includes 12 full time teachers and 2 part-time teachers as well as a part-time Support for Learning teacher. We also benefit from support provided by 5 Classroom Assistants and 6 Additional Support Needs Auxiliaries, one Learning Assistant, 3 Clerical Staff and our school Janitor.

St Columba's High School is our associated secondary school. Regular cluster meetings are aimed at fostering positive relationships between schools and improving all aspects of children's transitions from primary to secondary.

We have strong partnerships with the parishes of St Ninian's RC Church in Gourock and St Joseph & St Patrick RC Church in Weymss Bay. Our school chaplain is Father Gerry McNelis and our faith community is also very well supported by Canon Desmond Berry.

Our Vision

In the warm, supportive faith community of St Ninian's Primary School we *teach with love and learn with pride*, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond enabling them to serve The Common Good.

Our Values

The school community models our values of Respect, Honesty, Inclusion and Friendship

Our Aims

- We aim to foster the Catholic character of the school through promotion of the Gospel values.
- To provide the highest quality learning activities which enhance every child's potential

- To monitor outcomes and progress in a way that ensures consistent delivery and promotes pupil learning
- Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
- Provide a happy, secure, welcoming environment where partnership working enhance children's learning experiences and promote wellbeing and respect
- Value and empower all members of our school community
- Foster high quality leadership at all levels

Pupil Equity Funding (PEF)

Through our PEF we have employed an additional 0.3 support for learning teacher and input for targeted children across our school and have further enhanced additional support for more pupils to reduce the attainment gap. Resources and interventions purchased and developed with PEF have had a positive impact on attainment in literacy, evidenced and carefully monitored by scrutinising data from standardised assessments, formative assessment and periodic summative assessments. The positive impact of these interventions on Health and Wellbeing for targeted pupils has been evidenced by increased pupil focus and engagement leading to improved attainment and improved relationships and emotional wellbeing.

Our attainment:

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	St Ninian's	National	St Ninian's	National	St Ninian's	National	St Ninian's	National
P1	92	85	94	80	94	77	98	83
P4	98	83	77	77	75	71	80	75
P7	96	81	90	76	88	69	86	70

When looking across our local authority comparator schools:

- In Primary 1, the percentage of pupils achieving early level in overall literacy and overall numeracy is one of the highest within our comparator schools.
- In Primary 4, the percentage of pupils achieving first level in overall literacy and overall numeracy is slightly lower than our comparator schools.
- In Primary 7, the percentage of pupils achieving second level in overall numeracy and overall literacy is higher than our comparator schools.

Following successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level and have a growing confidence in the accuracy of their professional judgements. We will continue to develop this as a school and across our cluster.

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

School Leadership

Performance Information

School Improvement

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

2.7 Partnerships

1.1 Self-evaluation for self-improvement

2.6 Transitions

Strategies

- All teaching staff will engage in Visible Learning provided by Osiris.
- Introduce and implement SEAL in infant stages (Primary 1,2 and 3)
- All support staff trained in the use of Catch-Up Literacy for targeted children and supporting delivery of numeracy and NL Literacy
- Training on moderation of writing for all teaching staff

Progress

- All teaching staff have attended the training day for Visible Learning and have worked together to draw up an action plan for the school following feedback from the scoping visit. They are now working through the action plan to develop their skills, knowledge and understanding.
- Support staff have been trained on Visible Learning approaches by CMO
- 43 children have been supported through the catch-up literacy programme with staff accreditation
- P1 and 2 staff have attended training with the Attainment Challenge Coaching and Modelling Officers to develop their skills in the use of SEAL
- Primary 7 pupils have developed knowledge and understanding of STEM through curriculum, STEM ambassadors and cluster work with St Columba's High School.

Impact:

- SMT are seeing greater consistency of teaching across the school.
- When fully implemented, the Numeracy and Mathematics Progression Pathways will ensure progression for all from early level through to the end of second level.
- SEAL is thoroughly embedded in Primary 1 enabling learners to confidently talk about strategies used
- Learner conversations evidence learning being more personalised and challenging and greater depth in learning.
- Increased pupil achievements and attainment in robust data

Next Steps:

- Continue with Visible Learning programme.
- Introduce the Inverclyde Numeracy and Mathematics Progression Pathways and the Inverclyde Literacy and English Progression Pathways.
- Further embed the use of SEAL in the lower school and increase the focus on developing mental agility in the upper school.
- Develop staff skills in teaching reading with a focus on planning, tracking and assessment to improve attainment.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Teacher professionalism
Parental Engagement

HGIOS?4 QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Strategies:

- Ensure a robust tracking and monitoring system is in place which will provide a clear focus to ensure consistent delivery and promote appropriate progress and improved outcomes for all
- Further develop teacher's knowledge and understanding of differentiation when planning learning, teaching and assessment providing flexible learning pathways that lead to raising attainment.
- Specific, measureable, achievable, realistic targets will be set for individual learners involving parents and children, focus on improving attainment.
- Coordinated support (class teacher, PT and DHT) to target those children who have a gap in their attainment, with particular monitoring of SIMD and FME and plan interventions to raise attainment. (Our PT provides support for teaching and learning throughout the school)
- Effective transitions; early years to primary, primary to secondary, class to class and between schools to promote continuity and consistency of teaching and learning

Progress:

- Staff have been trained on data analysis and can identify interventions which would support learning and help raise attainment
- National Improvement Hub/ Moderation Hub has provided an excellent resource for staff development and supported Teacher learning Communities
- Staff have received additional training on differentiation which has helped with planning and pace of learning.
- GIRFEC and class progress meetings have enabled staff to confidently engage in dialogue to ensure the needs of each learner has been met.
- Decodable readers are being used to support reading and phonics for targeted children throughout the school
- Interventions; Catch Up Literacy, Literacy Toolbox, Spelling Tutor and Toe by Toe have been used consistently throughout Primaries 4-7 to support reading and spelling for identified children. The interventions have been carefully planned and monitored by class teachers and SMT and facilitated by support staff

- DHT and PT have worked closely with class teacher and support assistants in Primaries 1-3 to ensure early intervention phonics support for identified children
- To promote smooth transition between classes and continuity of teaching and learning, the DHT ensures that key documents are passed on in Transition Folders, including tracking and monitoring information, ASN overview, successful interventions and strategies in place
- Timely Enhanced Transition meetings, involving key education staff and parents/carers are arranged to ensure smooth transitions
- Strong links established with feeder early years and secondary establishments

Impact:

- Tracking and monitoring data shows progress for all learners
- Data has demonstrated that attainment has been raised for identified children, particularly in literacy
- Children requiring support and challenge have been identified early through termly GIRFEC meetings with school staff or/and transition meetings with staff from other establishments, ensuring consistency of learning and improving outcomes for pupils
- Review meetings with parents have provided opportunities for parents to engage more fully in their child's learning.
- Interventions have demonstrated a rise in confidence and attainment in almost all pupils
- Support for social and emotional development has been provided through our Nurture Group activities and continues to have a positive impact on focus, engagement and attainment for targeted children

Next Steps:

- Continue with successful interventions
- The use of fully decode-able readers throughout the school for targeted support
- Continue with one to one support for targeted pupils to further develop reading skills through the Catch-Up Literacy Programme
- Continue to work closely with partners and agencies to improve outcomes for learners
- All staff trained in SEAL. Continue to embed Stages of Early Arithmetic Learning
- Moderation activities within school and cluster in reading to help assist teacher judgements and appropriate range of assessment

School priority 3: Improvement in children and young people's health and wellbeing

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Parental engagement School Improvement</p>	<p><u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.2 Curriculum</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • SFL Teacher and Support Staff to work with Class Teachers and SMT to identify, target and work with children who require interventions in the form of nurture. • Develop leadership at all levels so that all staff develop and implement well informed change that leads to continuous improvement in children's wellbeing • Develop the health and wellbeing curriculum • Develop staff understanding of GIRFEC pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps in learning. <p>Progress:</p> <ul style="list-style-type: none"> • Health and Wellbeing planners are still being structured to ensure progression. • Staff have been trained on understanding GIRFEC pathways • All support staff have been trained in nurturing approaches through attainment challenge CMO • New resources have been purchased for nurture room from PEF • Leadership opportunities have been opened for staff through commitment to working parties, professional enquiry and leadership courses. <p>Impact:</p> <ul style="list-style-type: none"> • Staff have become confident in sharing good practice which has helped ensure consistency in teaching and learning • Pupils have become leaders in learning within the class and across the school. • Through pupil voice groups there is evidence that children can be heard and feel valued • Wellbeing applications demonstrate effect dialogue with parents which have led to greater engagement helping to raise attainment. • Wellbeing evaluations from children demonstrate that they feel safe in school and that GIRFEC wellbeing indicators are understood within their learning environment. • Attainment has been raised by almost all pupils who have received interventions. • Pupils are more aware of their learning goals as well as ensuring that their needs are being met • All pupils are fully engaged and effective learners and contributors 	
<p>Next Steps:</p>	

- Continue to develop staff understanding and use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.
- Wellbeing curriculum will continue to be developed ensuring it is well planned and progressive with a focus on emotional wellbeing and building resilience
- SfL teacher will continue to work with class teachers and support assistants to develop approaches to nurture within the class and nurture room
- Ensure that key aspects of Catholic social teaching are part of the curriculum overview.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people	
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement Assessment of children's progress	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability

- Strategies:**
- Introduce progression pathways for Developing Inverclyde's Young Workforce
 - Class teachers to plan and implement learning using progression pathways to ensure that personal, inter-personal and enterprise skills are developed appropriately across the curriculum
 - Develop approaches to STEM
- Progress:**
- Progression pathways have still to be developed and working party still to be set up.
 - STEM ambassadors (Senior Pupils) have developed links with early years' establishment and Secondary School
 - STEM topics are well planned and increased pupil understanding of world of work
- Impact:**
- There are improved skills progression for all learners with opportunities to build on prior learning

- Greater parental engagement through STEM ambassadors supporting and developing children's knowledge and understanding of world of work
- Learning conversations demonstrated knowledge and understanding of employability skills in the upper school.
- Enterprising activities are evident within the classrooms
- Dragon's Den Business has provided opportunity for P5 and P6 pupils to set up a successful business

Next Steps:

- Introduce Spanish as a third language in the school
- Continue to Developing Inverclyde's Young Workforce. Plan for and implement learning using progression pathways to ensure that personal, inter-personal and enterprise skills are developed appropriately across the curriculum

National priority: How we are ensuring Excellence and Equity?

- In P1 almost all children are achieving the curriculum for excellence level relevant to their stage in Listening and Talking, Writing, Reading and Numeracy. In P1 there is a 9.5% Gap in overall literacy and -2.4% gap in maths between SIMD 1&2 – SIMD 3-10. Attainment in P1 is well above the authority average for maths and reading
- In P4 the majority of children are achieving the Curriculum for Excellence levels relevant to their stage in Writing, Reading and Numeracy with almost all children achieving the relevant CfE levels in Listening and Talking. In P4 there is a -14.1% Gap in overall literacy and 20.5% gap in maths between SIMD 1&2 – SIMD 3-10
- In P7 almost all children are achieving the curriculum for excellence level relevant to their stage in Reading and Talking & Listening with most achieving the relevant levels in writing and numeracy. In P7 there is a 17.2% Gap in overall literacy and 17.2% gap in maths between SIMD 1&2 – SIMD 3-10. Attainment in P7 is well above the authority average in maths and reading.
- Most children with free school meal entitlement (FME) are attaining expected levels for Maths, Reading, Writing, Talking & Listening. Interventions are in place to support children with their learning who are entitled to FME and who are not attaining expected levels, to ensure relevant progress is being made.
- In 2018-2019 PEF funding ensured training for 11 support staff in Catch-Up Literacy, a programme designed to boost reading skills. This programme supported 35 children with their learning, data from assessments have shown raised attainment as well as increased confidence and engagement.
- Almost all children who are accessing the nurture room have raised attainment in literacy and mathematics. There is greater engagement within the class.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?
<p>We consider we have very good capacity to improve and we will :</p> <ul style="list-style-type: none"> • Continue to effectively scrutinise data to ensure appropriate progress and pace for all. • Ensure teachers use a range of different assessments to measure children's progress across the curriculum and work effectively with colleagues across the learning community to moderate standards. • Ensure parents have regular opportunities to support improvement by participating in a range of formal and informal activities. • Ensure children and young people are confidently engaged in reviewing their own learning and the work of the school. • Continue to engage in professional learning activities for all staff which are linked to self-evaluation for continuous improvement.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	<p>Ensure all staff have consistently high expectations of all learners.</p> <p>Support learners to understand the vision aims and values through the four contexts for learning.</p>
2.3 Learning, teaching and assessment	Very Good	Professional learning leading to highly effective practice in: Dialogic teaching, Visible Learning, SEAL, Planning, Assessment and Reporting
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Develop wellbeing by: Developing positive relationships and outdoor experiences, extending

		opportunities for sport based activities, engaging parents through workshops
3.2 Raising attainment and achievement	Very Good	Development of effective approaches to teaching reading Embed use of Inverclyde Progression Pathways Develop a whole school approach to support Developing the Young Workforce

Key Achievements of the school

We have had a very successful year in St Ninian's this year. Our children have successfully competed in sporting events throughout the year and achieved success in Inverclyde Schools' Cross Country Championships, Scottish Schools' Swimming Championships, Inverclyde Schools' Heptathlon, Active School's Indoor Athletics Championships. The children have benefitted from coaching in cricket, swimming, football, athletics, basketball, multi-skills, and netball.

We are very proud of our musical achievements in St Ninian's. The children benefit from musical tuition in brass, strings, woodwind, voice, bagpipes, chanter and vocal instruction. We have our own primary school orchestra, involving primaries 5-7 pupils, which meets weekly to rehearse. Our senior and junior school choirs achieved success in the Inverclyde Music Festival, each gaining second place and our infants also achieved second place in the Singing Games category. St Ninian's vocalists also achieved individual success at the festival. Our vocalists and musicians have also achieved distinction and merit passes across several grades in national assessments.

Through our STEM projects we achieved national recognition with ten pupils receiving awards for their entries in the 'Young Engineers' competition where one hundred pupils from throughout Scotland received awards. In addition to this, children also benefit from an extra-curricular coding club.

This year we experienced success through a local art competition Engaging with the local theme, "Lighthouses" our pupils chose to demonstrate various art techniques and skills; hatching, pencil drawing, pointillism, mosaic, collage and 3D art. We received several commendations among the pieces entered with a St Ninian's P7 pupil taking the overall prize.

Three of our pupils were successful in the 'Toy Story 100-word paragraph competition' and have had their entries published.

Our successful school show 'Joseph and his Amazing Technicolour Dreamcoat' provided an exciting opportunity for our pupils to develop and showcase skills all aspects of expressive arts, creating and presenting and was very well received by our school community and beyond