

Context of the school:

Ninian's Primary School is a Roman Catholic primary school situated in Gourock and serving the communities of Gourock, Inverkip and Wemyss Bay.

Our school roll is 312 children across twelve classes. This year we moved in to a new, state of the art school, which is built on two levels and has a fantastic outdoor learning areas. The school has a lift, making it fully accessible.

We have 18 members of teaching staff including Head Teacher, Depute Head Teacher and Principal Teacher. This includes thirteen full time teachers and four part-time teachers as well as a part-time Support for Learning teacher. We also benefit from eleven members of Support Staff, one Learning Assistant, three 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

- Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
- Provide a happy, secure, welcoming environment where partnership working will enhance children's learning experiences and promote wellbeing and respect
- To 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 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	97.6	87	100	81	95.2	78	100	85
P4	95.8	85	91.7	77	89.6	72	93.8	76
P7	93.8	84	79.5	79	80	73	95.9	75

P1 – Evaluative Comment(s):

- Using Teacher's Professional Judgements our attainment is extremely high across all four elements with 100% of pupils attaining expected national levels in reading and numeracy.
- Using the BGE Toolkit our P1 attainment in Reading, Writing and Numeracy is above the Inverclyde Family Group and above the Virtual Comparator Group.

Next Steps:

- Maintain strong performance
- Close the gap in writing between SIMD levels

P4- Evaluative Comment(s):

- Using Teacher's Professional Judgements our attainment is extremely high across all four elements. There has been an increase in attainment levels in all areas since 2015/16.
- In numeracy the children in the lower SIMD are attaining higher than the high SIMD children with a -7%gap
- Over time attainment has risen across all elements
- Using the BGE Toolkit our P4 attainment in Reading, Writing and Numeracy are slightly below the Family Group and Virtual Comparator Group.

Next Steps:

- Maintain strong performance
- Ensure effective interventions are in place to close the gap and monitor these interventions closely throughout the year

P7 – Evaluative Comment(s)

- Using Teacher’s Professional Judgements our attainment is quite high across all four elements, however there has been a drop in attainment since 2016/2017.
- From 2015/16 to 2016/2017 there had been a rise in attainment.
- The drop in attainment in 2017/2018 is due to a higher number of pupils with ASN
- Using the BGE Toolkit our P7 attainment in Reading, Writing and Numeracy is higher than our family group and our virtual comparator group.

Next Steps

- Maintain strong performance
- Monitor progress in all elements, in particular focus on SIMD 1 & 2 and work towards closing the gap.

Review of progress for session 2018-2019

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

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum
2.6 Transitions

Strategies

- Promote consistency of good teaching practice across the school through developing staff knowledge of most effective learning and teaching strategies
- Focus on the planning, tracking and assessment of reading to improve attainment
- Carry out a review of the Active Spelling programme at Second Level
- Ensure effective use of Inverclyde Planners for Literacy and Numeracy throughout the whole school
- Embed SEAL in P2 and P3 to support numeracy
- All staff to attend Moderation activities within school and cluster in reading to help support teacher judgements and assessment

Progress

- We are currently creating a reading culture in St Ninian’s Primary school with a consistent approach to teaching and learning.

- We have a Visible Learning Plan in place with a focus on feedback.
- We have formed working parties to develop the Inverclyde Numeracy Pathways bespoke to St Ninian's Primary School
- 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 up to Primary 3

Impact:

As a result of moderation and visible learning training:

- Teachers are more confident in creating Learning Intentions and Success Criteria and children have a better understanding of what they are learning and how they can be successful.
- Feedback is more effective in the learning journey
- Children are involved in co-creating success criteria
- Children have a more consistent learning experience throughout the school
- SMT are seeing greater consistency of teaching across the school.

Through creating a reading culture:

- Attainment in reading has risen since last year across the school

Through developing the Inverclyde Numeracy Pathways we:

- Progression for all from early level through to the end of second level.
- SEAL is thoroughly embedded in Primary 1 enabling learners to confidently select and apply appropriate strategies in numeracy

Next Steps:

- Continue to improve pedagogy through visible learning
- Focus on raising attainment in numeracy through using SEAL for mental maths strategies.
- Moderation of reading within cluster and across authority

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
School leadership
Parental engagement

HGIOS?4 QIs

2.4 Personalised support
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Strategies:

- 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
- Infant staff and support staff have received training in SEAL and continue to embed Stages of Arithmetic Learning in teaching of numeracy
- Moderation activities within school and cluster in reading to help assist teacher judgements and appropriate range of assessment
- Identification of interventions/strategies to support attainment in Numeracy

Progress:

- Decodable readers are used effectively throughout the school for targeted support
- 31 children have been included in the catch up literacy programme this year
- SEAL strategies embedded in P1 and P3
- Infant staff and support staff trained in SEAL
- All staff have participated in school and cluster moderation activities

Impact:

- Tracking and monitoring data shows progress for all learners
- Pupils are more focused and fully engaged and effective learners and contributors
- There has been a significant improvement in skills progression for all learners with pupils being provided with opportunities to build on prior learning
- Children now have a better understanding equalities, diversity and inclusion
- Our school community has a shared understanding of wellbeing and the dignity and worth of every individual as well
- Relationships across the school community are very positive and supportive

Next Steps:

- Continue with targeted one to one support for targeted pupils to further develop reading skills through the Catch Up Literacy Programme
- Use of SEAL Assessments for Phases 1-5 to identify gap, inform planning and support interventions attainment in numeracy

- 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

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.2 Curriculum

Strategies:

- 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
- Support for Learning teacher will work with Support Assistants to develop approaches to nurture for children identified as requiring intervention to support their learning.
- DHT will liaise closely with partners from OUTREACH to support identified children
- Ensure that key aspects of Catholic social teaching are part of the curriculum overview.
- Identify areas where links can be made between primary schools and St Ninian's to promote Catholic social teaching.
- Develop senior pupils as leaders through the Pope Francis Award
- Engage with external speakers/ charities to enhance learning and teaching and increase knowledge and understanding.
- Celebrate and recognise achievements of young people.

Progress:

- Support Staff have attended courses to develop knowledge and understanding of nurture
- Children who would benefit from nurture have been identified by Class Teachers and DHT and have been involved in working within wellbeing groups in the Rainbow Room
- Strong Partnership working with Barnardo's to support identified children with wellbeing
- Seasons For Growth has been successfully implemented and is delivered by Educational Psychologists and St Ninian's Support Staff

- Regular GIRFEC meetings and class progress meeting with teachers identify children requiring interventions and support with learning as well as identifying those children who need challenge
- Career Long Professional Learning (CLPL) has been delivered for staff on wellbeing and mental health
- Support Staff have attended CLPL in “Communication Friendly” strategies and received support from OUTREACH team
- Member of OUTREACH support team have worked closely with class teachers to support identified children in class where appropriate or in small group
- Our charities group have worked tirelessly to increase awareness of social injustice
- All of our Primary 7 pupils have participated in the Pope Francis Faith Award this year

Impact:

- Staff and children know and understand the wellbeing indicators throughout their school life.
- Outdoor space has been used effectively to promote positive relationships and wellbeing
- Children have had the opportunity to explore diversity and use their voice in pupil voice groups and when leading learning in class and in whole school assemblies.
- There has been improved attainment in children facing barriers to learning.
- We have demonstrated a real commitment and raised significant awareness to helping others that are less fortunate than ourselves
- There has been an increase in participation in Pope Francis Faith Award will have increased and commitment to Parish Commendation
- Pupil Voice will demonstrate a greater understanding of catholic social teaching
- Through pupil voice groups there is evidence that children can be heard and feel valued
- Attainment has been raised by almost all pupils who have received interventions.
- All pupils are fully engaged and effective learners and contributors

Next Steps:

- St Ninian’s will be re-assessed for Silver Rights Respecting School Award and embark on journey towards Gold.
- We will develop and improve knowledge and understanding of Mental Wellbeing and how this can be fostered and strengthened through personal coping skills and positive relationships
- Children will become aware of feelings and emotions and be able to talk about them.
- Our school will become a Mentally Healthy School

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

Teacher professionalism

HGIOS?4 QIs

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

2.22.2 Curriculum

Strategies:

- 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

Progress:

- Second language (Spanish) has been introduced in P5 – P7
- Staff have been trained on delivering effective teaching and learning through the 1+2 platform
- Opportunities to develop skills for learning, life and work through the Dragon's Den project for Primary 5 and Primary 6
- Successful enterprise groups continue to develop skills in learning life and work
- Each class had the opportunity to gain skills and knowledge on Enterprise through RCCT teacher

Impact:

- We have enabled the children to develop a greater understanding of employability skills
- Each class has gained knowledge about the world of work by experiencing learning through a real life context
- Knowledge and understanding of a third language and culture has been extended
- Our children have become more ambitious are more prepared for the world of work
- Learners able to apply skills in a range of contexts
- Through transition programmes there has been Improved partnership working and collaborative planning between primary and secondary staff
- Improved pupil's confidence around transition

Next Steps:

- Develop the young workforce through engagement in STEM with a particular focus on ensuring a consistent approach to Digital Literacy and ensuring effective pathways to ensure progression.
- Through cluster STEM activities, work in partnership with local business to Raise attainment in numeracy with improved understanding of skills, concepts and knowledge
- Improve equity and equality in STEM learning

National priority: How we are ensuring Excellence and Equity?

- St Ninian's Primary School has a very strong performance and in almost all areas and performs better than our family group and virtual comparator. Throughout the school the children are continuing to make good progress with their learning. Through significant interventions (detailed below) there has been improved attainment in literacy and numeracy.
- Almost all children with free school meal entitlement are attaining expected levels for Maths, Reading, Writing and Numeracy.

The following data is for pupils within SIMD 1 &2 from Scottish National Standardised Assessment:

- All children in P1 are achieving expected levels within Reading & Numeracy
- Almost all children in P4 are achieving expected levels within Reading & Numeracy
- All children in P7 are achieving expected levels within Reading and almost all children are achieving expected levels in Numeracy

There are inconsistencies in the Attainment Gap across the school. For many children there is no gap in attainment.

Successful Interventions which have helped to raise attainment this year:

- Additional SFL PEF teacher 0.3 – raise attainment and focus on promoting consistency of teaching and learning throughout the school.
- Additional PEF Support Staff (2 posts) working at Early Level
- Support For Learning with DHT
- PT as a coaching/modelling officer ensuring good practice and leading Support Staff to work with children through interventions to raise attainment
- Highly trained support staff
- Promotion of Visible Learning within school
- Career Long Professional Learning for staff
- Catch Up Literacy
- Use of SEAL strategies in Primary 1 and 2
- Literacy Toolbox, Spelling Tutor, Toe by Toe

- Barnardo's Support
- Nurture Group and Lego Skills Group
- Seasons for Growth
- Developing teaching methodology for reading
- Closely monitoring and analysing data

Key priorities for improvement planning 2019-2020

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will :

- 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 2019/2020
1.3 Leadership of change	Very Good	Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.
2.3 Learning, teaching and assessment	Very Good	<p>Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Ensure assessment approaches are matched to the needs of learners and are used to support them to demonstrate where they are in their learning.</p>
3.1 Ensuring wellbeing, equity and inclusion	Very Good	All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children.
3.2 Raising attainment and achievement	Very Good	<p>To ensure we have effective systems in place to promote equity of success and achievement for all our children.</p> <p>Children are fully engaged in their learning and participate in decision-making about their learning pathways</p>

Key Achievements of the school

In August we successfully transitioned into a state of the art £9 million school building. This enabled us to provide high quality learning experiences for our pupils, not only within the classrooms, but in creative learning spaces both within the school and outdoors.

Children have benefitted from flexible learning within these areas offering a key focus on raising attainment. By creating a flexible learning environment children have become leaders in their own learning, demonstrating confidence in their own ability.

Support staff are highly trained to support pupils with interventions designed to raise attainment. Positive relationships have been built up between children and support staff enabling them to have meaningful discussions about where they are in their learning.

Our choir achieved success at the Inverclyde Festival and have performed at key events within the area. Our children have participated and won a variety of sporting events this year through our Active Schools programme. We host a number of after school clubs which have been very well attended throughout the year.

We have very strong relationships with our cluster schools and with the Gourock Schools and Churches working in partnership to support our local community. The children have performed at Ecumenical events as well as learning in more detail about other religions.

We are proud of all our Pupil Voice Groups, Eco, Fairtrade, Pupil Council, Health, Rights Respecting and the contribution they make to the school. We are particularly proud of our Charities group this year whose focus on social justice has enabled us to support a variety of local, national and international charities with a total of £1685

Our very talented pupils held a successful Musical Extravaganza demonstrating a commitment to Expressive Arts with children performing from the choir, woodwind, brass, strings and voice. Our P5 pupils also performed to showcase their Youth Music Initiative programme.

We work in partnership with parents and have hosted a range of successful workshops to engage parents more fully in their child's learning. We regularly seek our parents' views through questionnaires.

Our final achievement for this year was our Primary 5 pupils winning the National Smile Award. This award followed successful learning about oral health. We are extremely proud as this is the first time an Inverclyde School has one this national award.