



St Ninian's Primary School

Standards and Quality

Report

2015 -2016



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Foreword

Welcome to our Standards and Quality Report for the period August 2015- June 2016.

In St Ninian's Primary School we want all children to achieve their full potential as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We strive to nurture ambitions and aspirations as well as improve attainment and achievement.

We hope through this report to show you how we have focused on improving standards for our children. We are committed to improving our children's learning, health and wellbeing and opportunities for a successful life beyond school. We value the opportunities we have to work in partnership with parents and all stakeholders to improve outcomes for our children and get it right for every child.

Lesley McCabe

Head Teacher



Context

- St. Ninian's Primary is a Catholic School which serves the communities of Gourock, Inverkip and Wemyss Bay.
- During the session 2015 -2016 we had 305 pupils.
- The management team consists of Head Teacher, Depute Head Teacher and Principal Teacher.
- There are 12 teachers who work full time and 3 part time teachers. Our Support for Learning Teacher works 0.5
- Support staff includes 4 Classroom Assistants, 4 Additional Support Needs auxiliaries, 1 Learning Assistant, 2 Clerical Assistants and the school janitor.
- St Columba's High School is our associated High School. The schools are involved in regular cluster meetings which are aimed at improving all aspects of children's transition from primary to secondary.
- The school is well supported by a very active Parent Partnership
- We have excellent links with the wider community which are fostered through joint ventures in Religious Education, Social Justice, Performances and Enterprise.

Our Vision

Getting it Right for Every Child

In St Ninian's we aim to Get It Right for Every Child (GIRFEC) using the well-being indicators which state that children should be:

- **Safe** : *protected from abuse, neglect and harm*
- **Healthy**: *supported to make positive life-style choices*
- **Achieving**: *encouraged to develop skills , confidence and self-esteem*
- **Nurtured**: *looked after and cared for in all settings*
- **Active**: *guided towards health-promoting play, recreation and sport*
- **Respected**: *involved in decisions that affect them*
- **Responsible**: *encouraged to take an active role in their own lives*
- **Included**: *accepted in the community in which they live and learn*



Leadership

The Quality and impact of leadership within schools and at all levels

Evidence we gather:

- Self-evaluation of schools of HGIOS 4 QI 1.3 Leadership of Change
- Staff members involved in leadership activities
- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Evaluation from parents
- Evaluations from pupils
- Professional Dialogue from staff
- Evidence from PRD meetings
- Developing in Faith: Developing as a Community of Faith and Learning

This year there has been significant changes in the Management Team within St Ninian's Primary School with a newly appointed Depute Head Teacher and Principal Teacher. The new management team strongly promote professional engagement and collegiate working to enhance opportunities for professional development to improve outcomes for learners.

The school continues to develop leadership at all levels. Having completed the MA in Educational Leadership and Management this year, the Head teacher demonstrates commitment and models career long learning, encouraging others to engage in career long learning to enhance their practice. This has provided opportunities for coaching and mentoring to encourage staff to take on leadership roles to motivate, support and inspire others. Staff members within the school this year have completed modules to develop leadership at Masters level, enriching the experiences provided to our pupils.

Two members of staff recently engaged in the Uplifting Leadership course provided by the authority, this has enabled them to enhance their practice within the school. Staff members have had the opportunity to take on leadership roles in acting promoted post positions enabling them to gain experience in leading and working collaboratively to enhance teaching, leading to high quality learning experiences for our pupils.

Three members of staff have embarked on professional recognition awards in French and Outdoor Learning. This has provided opportunities for them to lead learning in these areas, working with colleagues to ensure effective learning and teaching throughout the

school. As a school we have a strong commitment to outdoor learning activities and teachers are continuing to form a progressive and coherent range of experiences outdoors. This year our school gained first place in a national competition for French and attended Edinburgh University to receive this award.

Within the school staff members at all levels are encouraged to take on leadership roles through becoming curriculum leaders. We have co-ordinators for RE, Literacy, Maths, Health and Wellbeing, STEM and Music They offer support and advice to all colleagues to ensure effective learning and teaching and management of resources in these areas.

Our pupils are very much encouraged to become leaders within the school. We have eight Pupil Voice Groups including, Pupil Council, Eco, FairTrade, Health, Rights Respecting, Junior Road Safety Officers, Dyslexia Awareness and Sport. The pupils meet to discuss ways to make changes to our school, and support our environment both locally and globally, helping them to develop skills for learning, life and work. In addition to this the groups lead assemblies throughout the year taking on leadership roles to promote Learning for Sustainability This year our P7 pupils have been buddies to our younger children supporting their transition into primary school and throughout primary one. A number of our older children are 'bus buddies' helping to escort younger children on their daily travel to school. Throughout day to day learning experiences children throughout the school are provided with opportunities to lead learning helping them to develop skills for learning, life and work. The culture and ethos of our school is positive and focused on the needs of staff, partners and learners.

Next Steps:

- Promotion of Authority Leadership programme and Masters level learning
- Development of curriculum leaders within the school
- Share practice and provide experience of opportunities for leadership learning within our school.

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

Evidence we gather:

- Self-evaluation HGIOS 4 2.1 Teaching, learning and assessment
- Involvement in CLPL activities
- Opportunities for and impact of professional learning opportunities
- Learner Conversations
- Parental Feedback
- Class Visits

Staff in St Ninian’s Primary School are committed to engagement in Career Long Professional Learning to improve practice and enhance learning opportunities for our children. There is a focus to continually support the professional development of our staff in the field of learning and teaching which involves colleagues sharing practice, within both the school and the Cluster which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. This year **all** teaching staff was trained in Active Literacy, Reciprocal Teaching, Learning for Sustainability and using the Creativity Portal and Orienteering. Our learners very much benefitted from these experiences through stimulating and engaging lessons.

Our Staff is committed to improving outcome for learners and some examples of this year’s career long professional learning can be seen below:

Outdoor Learning	Nurture Training	Literacy Toolbox	Drumming for Excellence
Bilateral Integration	Better Mover & Thinkers	Pope Francis Faith Award	God’s Loving Plan
Clicker 6 Training	Visible Learning	Making Sense of Numbers	Teaching Children with Downs Syndrome

Our staff value the opportunity to engage in the activities and are encouraged to share experiences with colleagues in order to cascade good quality training throughout the school. The whole school approach to curricular development in Active Literacy has enabled teachers to work collegiately to develop knowledge and understanding as well as develop confidence in planning and delivering more active approaches to literacy. Our pupils are more actively involved in planning next steps of learning and confidently talk about what they can do to improve their work. Regular dialogue with pupils and quality feedback from the learners give a clear indication of the impact that the professional learning opportunities have had. Reciprocal Reading was one of our improvement priorities this year with staff engaging in training and observing good practice. Our children now apply reciprocal approaches to many aspects of their learning which has enhanced their learning and improved confidence.

We are continuing to develop as a Catholic community of faith and learning through providing opportunities for teachers to engage in reflection, discussion and action. Engagement in teacher professionalism has enabled us to host workshops for parents on God's Loving Plan and introduce our pupils to the Pope Francis Faith Award.

With a strong emphasis on outdoor learning, all staff were trained to deliver orienteering which enabled staff to confidently plan progressive and creative learning outdoors. Children throughout the school made good use of our grounds with some classes venturing to a nearby open space.

Next Steps:

- Develop/extend staff knowledge of SEAL planning
- Introduce GIRFEC Pathway – practice and procedures
- Continue to develop staff knowledge of NL Active Literacy methodology and Reciprocal Teaching
- Develop/Extend staff knowledge of STEM
- Staff engagement in Visible Learning training

Parental Engagement

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Evidence we gather:

- Feedback from Parent Partnership
- Self-evaluation of schools of HGIOS 4 QI 2.5 Family learning and 2.7 Partnerships
- Quality and impact of Family Learning events
- Questionnaires from parents evening
- Questionnaires on school improvement
- Parental Involvement in Workshops
- Parental Attendance at Religious Events
- Feedback from parents on Reports
- Feedback from parents on Showcase Events
- Pupil Reviews
- Parents' Night Meetings

In St Ninian's we promote parental engagement in children's learning. We have a positive partnership with parents, fostering an open door policy and encouraging regular dialogue to support improvements in performance.

Parenting: Parents are supported to understand their child's education and development needs. This year we hosted a workshop in using Numicon to support numeracy development for parents and arranged a cyber-bullying workshop which had to be re-scheduled for September. To enable the school to develop as a catholic community of faith and learning, religious events and meetings are arranged to ensure effective communication. Parents are encouraged to attend special Masses and commit to their children's Sacramental journeys.

Parents of children with additional support needs are provided with opportunities to meet throughout the school year for progress updates, multi-agency teams and reviews.

Transition events were well received by parents. Our current P1 pupils share their experiences of learning in P1 with the new entrants and their families, whilst our pupil voice groups give an overview of the importance of their voice in the school's

development. Information is provided for parents on school life by the Head Teacher and Depute Head Teacher. We have an excellent relationship with St Columba's High School our cluster secondary school and hold events to support transition into High School.

Learning Showcase events for parents provided opportunities for a sharing of learning. These showcases provide the opportunity for parents and children to engage in dialogue in the class setting and see the progress that their child has made.

Volunteering: Parent volunteers are very important to us. We are grateful to parents who share their knowledge and experiences with us. This year alone we have benefited from parents who have supported learning in German, art and financial education. The children in Primary 3 enjoyed visits from baby Brendan and his mum who volunteered to participate Roots of Empathy programme, an evidence-based classroom programme which helps to reduce levels of aggression and bullying among school children and helps raise social/emotional competence and increasing empathy.

Parents regularly volunteer to help with educational visits and trips ensuring we have the required ratio of adult/children supervision when engaging in outdoor learning activities.

We have an excellent relationship with our parent partnership who hold regular meetings within the school, as well as the fundraising-sub group who host many events and this year alone have donated £2228 to the school.

Decision Making: Our parents were involved in workshops this year to update our school handbook as well as looking at self-evaluation and school improvements. Through questionnaires parents were able to engage in Getting It Right for Every Child (GIRFEC) activities and share their views using the wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. We provided a graph of results to parents demonstrating their responses and suggestions for improvements. The responses to our evaluation questionnaire have enabled us to create targets for the school improvement plan.

Communication: We communicate regularly with parents sending home a monthly newsletter and issuing class newsletters during term 1 -3 and reports in term 4. Feedback from parents this year will allow us to look at how we report through Survey Monkey and shape reporting in the future, through formal and informal approaches.

Collaboration with the community: parents are encouraged to become involved in events to support Food-banks, Fairtrade and Rights Respecting School. We appreciate how supportive our families are at attending events such as our Fairtrade Fortnight Big Breakfast Event

Learning at Home: Through our termly class newsletters we provide information on what the content of the curriculum is in each class and how parents can support learning at home. Weekly homework sheets are sent home in each class for parents to support learning at home with challenges often sent out which will provide opportunities for parents and children to work together to discuss learning.

Next Steps:

- Extend Family Learning opportunities through workshops
- Engage parents in development of STEM seeking out expertise/knowledge and commitment
- Improvements in communication with parents through appointment of additional staff member in office
- Additional Family Learning activities to promote partnership working

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Evidence we gather:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7
- Data from Pips
- Data from Maths Staging Post Assessments
- Data from GL reading assessments
- Ongoing class assessments
- Assessment is for Learning (AIFL)
- Writing Assessments
- Reciprocal Reading Assessments
- Baseline Spelling Test
- E-portfolios

There are regular opportunities for assessment within all classes in the St Ninian's Primary. Assessments are used robustly to plan next steps in learning. Children are involved in setting personal targets and have regular opportunities for learning conversations with their teachers to set challenges.

Each year the children have a baseline spelling assessment to identify spelling ages to ensure progressive pathways in spelling. We use the assessment data to identify pupils needing support and challenge and ensuring pupils are on the correct pathway.

Three times a year the children's core targets in writing are assessed through a variety of genre. This demonstrates progression within a level and provides opportunities for learning conversations between pupils and class teachers to enable pupils to plan the next steps of learning. The data is collected and discussed during class progress meetings and ensures effective transitioning between stages. The standards in writing have been steadily improving across all stages with pupils becoming more confident in their approaches to writing.

Teachers use SEEMIS to track pupil's progress twice a year in reading, writing, talking and listening, health & wellbeing, as well as maths. This clearly gives an indication of progress made. In Primary 4 almost all of our learners are secure at first level. In

primary 7 almost all of our learners are secure at second level in maths, reading, writing, talking and listening.

In maths children have regular opportunities for assessment. Teachers use AIFL strategies on a daily basis, engaging the children in activities to ensure pupils know what they are learning and why. Teachers make effective use of question banks on the completion of a mathematical topic. In addition to this, some teachers have begun to use authority mathematical staging posts when children have completed a mathematical pathway. The results are discussed with children and any gaps in learning can be clearly seen, identifying next steps.

This year the children in each class took part in a baseline assessment for Reciprocal Reading. Teachers have identified that children throughout the school can clearly identify the strategies involved in Reciprocal Reading and a further assessment will take place at the end of September, allowing for impact of Reciprocal Reading to be assessed.

In Primary One, Primary Three, Primary Five and Primary Seven, pupils are tested using PIPs online assessment for maths and reading. The data from these assessments is used by teachers to enhance professional judgement and plan next steps in learning. Through PIPs data, we look carefully at children's progress in reading and maths, planning appropriate interventions where any concerns are raised. All of our learners in P1 are average or above in reading with almost all being average or above in maths. In Primary 3 and Primary 5 most of our learners are average or above in both reading and maths. In Primary 7 almost all of our learners are above average in both reading and maths.

This year pupils in P4 and P7 were involved in national reading assessments. The data from these assessments provided us with an opportunity to provide targeted support for pupils to enhance their reading skills. It also provided us with the opportunity to use this information to help restructure class groups and develop collaborative working.

E-portfolios and learning journals are used by pupils to keep a record of their learning journey each year and to record successes and achievements.

There has been significant progress made by our pupils involved in music tuition. Three of our children gained distinction in recent assessments and one child gained a merit award. Our school choir won a coveted first place award at the Inverclyde Music Festival.

Next Steps

- Develop use of Framework for Assessment
- Develop teacher's planning for assessment to include planning for outdoor learning
- Ensure each child has profile of achievement

School Improvement

The overall quality of education provided in St Ninian's and our effectiveness in driving further improvement.

Evidence we gather:

- Validated self-evaluation evidence.
- HT report to Parent Council Chair
- Self-evaluation of schools of HGIOS 4 QI 2.3 Teaching, learning and assessment and 3.2 Raising attainment and achievement
- Standards and Quality Reports and Improvement Plan
- Developing in Faith Evaluation and Planning
- Workshops with parents on Self Evaluation and School Improvement
- Questionnaires from parents on School Improvement
- Pupil Council Voice on improving the school
- Staff meeting minutes
- Staff Continuous professional learning experiences
- Parental evaluation
- Pupil focus group minutes
- Learning conversations
- Class progress meetings
- Observed lessons
- Tracking and Monitoring
- Assessment Data

In St Ninian's this year we have been developing an "inwards, outwards, forwards" approach to school improvement. We have had the opportunity to evaluate our performance through gathering information in a variety of ways, consulting with all stakeholders. This consultation has allowed us to drive forward change which allows us to provide the highest quality experiences for all learners.

Raising Attainment levels has been a focus which has underpinned all improvements in school this year.

In 2015-2016 we identified our priorities for improvement using the wellbeing indicators of GIRFEC listed below:

Achieving	Using Reciprocal Teaching methodology to improve reading attainment Further Develop Active Literacy approach to Writing to raise attainment
Nurtured	Ensure restorative approaches are embedded Develop GIRFEC in line with authority approaches
Healthy	Use of MUGA to enhance PE provision to meet the provision of 2 hours PE a week
Active	Further develop outdoor learning opportunities Develop further opportunities for real life contexts in maths
Safe	Develop GIRFEC in line with authority policy Attendance – ensure accuracy of data through introduction of SEEMIS registration
Respected	Develop pupil voice within the school Rights Respecting Group lead towards Level 2 of award
Included	Pilot Group call Messenger for parents Use PIPs data to set targets for pupils Use of SEEMIS for tracking and monitoring
Responsible	Gain Fairtrade school status Dyslexia awareness raising group to be established.

Details of our progress with these improvements can be seen throughout this document.

- Next Steps:
- Pilot online payments programme
 - Further develop use of HGIOS 4 for self evaluation with all stakeholders
 - Develop the knowledge and understanding of GIRFEC throughout the school community
 - Improve tracking and monitoring systems for all curricular areas
 - Engage parents in dialogue on reporting

The development of our Curriculum

Evidence we gather:

- Inspection and validated self-evaluation evidence.
- Self-evaluation of schools of HGIOS 4 QI 2.2 Curriculum and 3.3 Creativity and Employability
- Learning pathways offered to our pupils
- Evidence of skills for learning, life and work
- Evaluation of Developing the Young Workforce

In St Ninian's our curriculum focuses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, providing the opportunity for attainment at the highest level. We aim for excellence in learning and teaching and expect all learners to be actively engaged in their own learning.

This year our focus was to further develop the use of the North Lanarkshire Active Literacy Programme for writing. This has been successfully achieved throughout the school with clear planning and assessment. Teachers and pupils are clear about writing core targets and can monitor progress through them through effective tracking which has enhanced progression. Pupils are becoming more confident when speaking about their next steps in writing. Teachers have developed their knowledge of teaching writing in various genres and have reflected on the need to have well planned lessons to ensure pace and success in teaching and learning.

Reciprocal teaching methodology to teach 'reading to learn' strategies was delivered to all teachers in October this year. Baseline assessments were carried out. Pupils have become familiar with the four strategies of Reciprocal Teaching, clarifying, predicting, summarising and questioning and are using this language across the curriculum. A further assessment will be carried out in October to assess progress. We would like to further develop Reciprocal teaching in order to embed this throughout the school. Workshops for parents will be offered in the new term to help develop understanding enabling parents to encourage the use of the strategies at home.

A further development this year was to embed French throughout the school. Children have had the opportunities to engage with the French language and culture. Through effective planning there is clear progression throughout the programme and there is the opportunity to use the French language in a variety of curricular areas including literacy, maths, health and wellbeing both indoors and outdoors. Effective use has been made of the budget to ensure appropriate resources are available to all learners. We were delighted when our P7 pupils won first place in the Concours de la Francophonie, a

national competition organised by the Institut francais d'Ecosse, with entries from 18 local authorities and independent schools across Scotland.

Good progress has been made in Numeracy this year with staff and pupils making good use of recently purchased resources for Maths. Numicon has proved a really successful resource in helping to develop children's understanding of number. We now have a suite of resources which support active learning in St Ninian's. Our staff members have actively been involved in working with staff across the cluster to broaden their understanding of assessment in maths using annotated examples of children's work. This experience has enabled our staff to become more confident with their approaches to assessing children's work and has given the children a way of recording their views of assessment.

We continue to develop our Health and Wellbeing curriculum. Children this year have taken part in a wellbeing evaluation and had the opportunity to follow this up with dialogue with the teacher to identify and support them in their understanding of emotions and health. We have worked in partnership with Community Learning Development team to deliver healthy eating workshops. Child-line also provided workshops for pupils this year.

Next Steps:

- Developing in Faith: Serving the common good
- Ensure effective use of PATHS (Promoting, Alternative, Thinking, Strategies) to help support emotional wellbeing

Evidence we gather:

- ASN and Review Meetings
- Forward Plans
- Assembly Feedback
- Parental Feedback
- Minutes from Pupils Voice Groups
- Learning conversations with pupils
- Staff meeting Minutes
- Evaluations of teaching and learning
- Parental feedback
- Achievements for Fairtrade, RRSA
- Evidence form literacy Toolkit

Our school has a strong sense of community, this is evident in our positive school ethos. We promote positive relationships throughout the school and demonstrate our school values of Respect, Inclusion, Honesty and Friendship. We support our children in many ways to feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

This year we have made good progress towards achieving Rights Respecting Award Level 2. There is a Rights Group established which has presented the global goals to others at a school assembly. Children and staff are using rights language and are embedding this into their teaching and learning. Teachers are incorporating the Rights of the Child into Interdisciplinary learning. Children have been involved in establishing class and playground charters.

We now have an effective Dyslexia Awareness Group. Children across the school have demonstrated positive language and those involved take their role of leadership very seriously. Children from the group have met with their peers after dyslexia diagnoses to reassure them that this does not have to be a barrier to their learning. They have created a wall display which demonstrates to others a little more about Dyslexia. Feedback from parents about the work of the group has been very positive.

Staff have made good progress in ensuring that Learning for Sustainability issues are being discussed and taught through interdisciplinary learning. Having observed good practice from a school in a neighbouring authority teachers are now more aware of how they can continue to make progress with this in their classes. Through gaining Fairtrade Achievers status, we have provided children with learning opportunities about developing countries and the importance of Fairtrade. Our successful Fairtrade group have organised and led school assemblies as well as Fairtrade Big Breakfast events.

We are developing the use of PATHs within Health and Wellbeing, providing children with the opportunity to learn how to manage and cope with a range of emotions.

Teachers are making good use of the areas outside the school to promote outdoor learning. Children have the opportunity to learn outdoors for all curricular areas. Good use is made of our grounds for learning and areas out with our school have been identified to provide extended opportunities for outdoor learning. This approach has helped children improve their physical wellbeing through appreciation of getting outdoors. Through our involvement with the Gourock Schools and Churches together, the pupils in P5 -7 have gained considerable understanding of Christianity and Faith and have fostered a deeper understanding of the teachings of other religions. Pupils have participated in Church Unity week through visiting all Gourock churches and have been involved in joint faith celebrations with Gourock Schools.

Children with Additional Support Needs are supported in their learning in a well-planned, organised way to ensure opportunities for pace and progression as well as depth of learning. Teachers have regular meetings with the Depute Head Teacher to Our Support for Learning Teacher is timetabled to provide support to staff and pupils. There are regular review meetings with parents and staff and the views of children are recorded as well. We continue to support children within the school who are facing challenges to allow them to make good progress and raise attainment.

Next Steps:

- Developing In Faith – serving the common good. Helping our young people to overcome individualism and discover their vocation to live responsibly with and for others.
- Ensure effective use of PATHS programme to support emotional wellbeing and promote confidence, independent thinking and positive attitudes and dispositions.
- Develop an understanding of GIRFEC pathway with school community

Some Highlights of the year:

- First Place in the National French Award for P7 pupils
- Our successful school show – Ali Baba and the Bongo Bandits
- Gaining Fairtrade Achievers Award
- 9 Children becoming Play Makers
- Primary 6 successfully trained as Buddies for P1
- Success in many sporting events including Cross Country, Girls Football, Netball, Basketball and Sports Hall Athletics
- Cycling Proficiency Success for P6 pupils
- Raising over £4000 for charities throughout the year
- 3 Children awarded distinction for singing through Musical Services
- Huge success at Inverclyde Music Festival with individual entries for Strings, Woodwind and Brass as well as solo singing
- Junior Choir winning first place in Inverclyde Music Festival Class
- Participation in P5 World of Wonder Musical Showcase