

St. Ninian's Primary School and ELC Setting



SCHOOL IMPROVEMENT PLAN 2023/24



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Summarised Inspection Findings from Education Scotland – May 2023

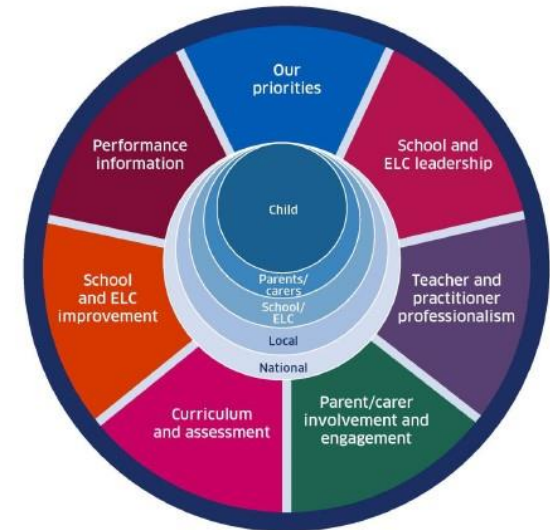
Cluster Improvement Priorities
Equity Priorities
Three new teachers

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020
The Charter for Catholic Schools in Scotland
The Catholic School Developing in Faith



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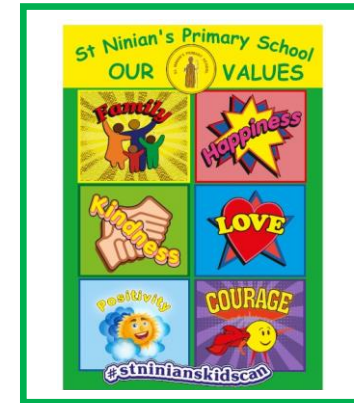
Values

Our vision

Together we learn and grow in the image and likeness of Christ.

Our Values

- Love
- Happiness
- Kindness
- Positivity
- Family
- Courage



Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
This year we will continue to focus on approaches to children leading their own learning.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
This year we will continue to focus on ensuring appropriate challenge in learning for all children.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
This year we will focus on ensuring children experience breadth and increased depth across learning.

Successes and Achievements

- To ensure the best possible outcomes for all our learners
This year we will continue to focus tracking the skills children are developing through their learning experiences.



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Our Curriculum – August 2023



Learning across the four contexts at St. Ninian's Primary School



To be renewed 2023



Opportunities for personal achievement

- ✓ Golden Visits to share learning with the Leadership Team
- ✓ Hot Chocolate Friday Class nominations
- ✓ Praise postcards and positive phone calls
- ✓ Junior Dukes Awards Scheme
- ✓ House Captains and Buddy Programme
- ✓ Pope Francis Faith Awards
- ✓ 'St. Ninian's Kids Can' Achievement Walls
- ✓ Profiling and 'Ninian's Natter' using Seesaw from P1-7
- ✓ Pupil Committees – Article 12
- ✓ Skills Academy Blocks
- ✓ Extra curricular clubs, events and competitions
- ✓ School Teams and Choir

Interdisciplinary Learning

- ✓ Themed weeks and days throughout the year
- ✓ Outdoor learning
- ✓ Skills development time and smart starts
- ✓ Meta-skills progression
- ✓ Agile learning culture
- ✓ Home Learning approaches
- ✓ Play pedagogy
- ✓ Choices in learning experiences
- ✓ Learning for Sustainability and Global Goals
- ✓ STEAM (Science, Technology, Engineering, Arts and Maths)
- ✓ Food Technology

- ✓ Positive Relationships Charter
- ✓ One Trusted Adult approach
- ✓ 'Together Time' with whole school
- ✓ 'Chatter Time' for P1-3 and P4-7
- ✓ Rights Respecting Schools – Article of the Week
- ✓ Flex Friday Blocks
- ✓ School Masses and spiritual development opportunities
- ✓ GIRFEC Monthly theme
- ✓ School Value of the Month
- ✓ Family learning opportunities and Ninian's Natter
- ✓ Fundraising and Charity events
- ✓ Whole school performances

Ethos and life of the school as a community

- ✓ Reciprocal Reading and Reflective Reading
- ✓ PM Writing approaches
- ✓ Creative and free writing
- ✓ Teaching children to listen
- ✓ Word Boost P1-3
- ✓ Number Talks
- ✓ CPA approaches
- ✓ This is our Faith RERC
- ✓ Zones of Regulation
- ✓ Digital Schools Accreditation
- ✓ L2 – Spanish for P1-7
- ✓ L3 – French for P5-7
- ✓ 2 hours of PE per week
- ✓ Expressive Arts blocks
- ✓ Support for Learning approaches
- ✓ Focus on attainment and assessment
- ✓ Targeted Interventions
- ✓ Responsive planning
- ✓ Nurture approaches

Curriculum areas and subjects



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Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan



a) Background - The context for the learners in your school

The Head Teacher has been in post for ten years and has taken the school on a journey of improvement by focusing on learning and teaching, pupil voice and family engagement. At the heart of the school's approach is having the highest expectations and belief for every learner. Our school has continued to build on its strengths by involving and empowering staff, learners, parents and partners in ongoing self-evaluation activities. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners. In May 2023, Education Scotland carried out a full model inspection in St Ninian's and the school achieved 2 excellent and 2 very good evaluations. <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4709>

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** – Our 2022/23 data shows that literacy and numeracy attainment is **in line with or above** schools with similar contexts. **Most** children (75-90%) in P1, P4 and P7 achieve expected CfE levels in literacy and numeracy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. **At almost all stages**, our attainment in all areas **improved from Track 1-Track 4**. Our combined P1, P4 and P7 attainment for Quintile 1 and 2 is **above** the West Lothian average. However, in **five** of our classes, **Q1 attainment is lower than Q5** for literacy and in **three classes Q1 is lower than Q5** numeracy. This correlates to classes with a higher percentage of pupils at **Level 2 or above on the Continuum of Support**. In some classes, there are **variations in gender** attainment levels.
- **Early Years Trackers** - Our 2021/22 data shows that by the end of pre-school, **more girls than boys** are on track in **literacy** and **numeracy**. In literacy, **less** children (below 80%) **are on track with rhyming** and **syllables** than other key aspects of literacy. In numeracy, **less children** (80%) **are on track with subitising** than other areas of numeracy.
- **Wellbeing** – **Almost all** (90 %+) learners in our school report positively against the wellbeing indicators. Overall, the lowest positive response (86%) is against the indicator of healthy. This has improved from last session. Our pupil ethos surveys are very positive and evidence a 12% increase in the theme of bullying from last session.
- **Engagement** – **Almost all** (90%+) of our families are connected on Seesaw, P4-7 children also engage well with Glow 365 tools. Recent feedback suggests parents would also appreciate paper-based options for home learning. We have observed **lower levels of family engagement in the early years** in particular. **Most** children participate in our free after school programme; others access experiences out with the school setting. We have developed bespoke approaches to track children's participation in extra-curricular opportunities and provide opportunities for all learners to experience success. **In Session 22-23**, we saw a very slight increase in overall attendance from the previous session. We will continue to focus on this in 23-24.
- **Any other relevant data to your school context** - Our school serves very diverse communities and our learners represent all 5 Quintiles; our gaps are variable across stages and curricular areas. **22%** of our school community have English as an additional language and early level language development remains a key focus for us. **Almost all** (90%+) EAL learners are on track at first and second level. **Almost all** (90%+) of our families engage positively with school and our parent ethos surveys provide strong evidence of their engagement and involvement with many of our responses **well above** the West Lothian average.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

Following our school's very positive Education Scotland Inspection in May 2023 and the publication of the Summary of Inspection Findings (SIF) in August 2023, we will engage with the recommendations to continue to provide the best possible learning experience for our children and their families. We will focus on embedding our high quality learning and teaching approaches, considering the breadth and depth of children's experiences. As highlighted in Education Scotland's letter to parents, we will continue to develop approaches to children leading their own learning and ensure appropriate challenge in learning for all children. Reductions in our staff team will require us to be focused on the targeted interventions for identified groups of learners in Quintile 1 and 2 across the school. Following consultation with children, staff and families, we will continue to use funding available to employ additional staff, provide a free after school programme, consider improvements to our play spaces and provide nurture for children struggling in class. We will build on the strengths highlighted in our SIF, including our well-developed and extensive approaches to whole school self-evaluation.



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St. Ninian's Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p style="color: green;">Maintain a strong focus on the importance of wellbeing and the dignity and worth of every individual and their family.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Implement Y2 Inner Wings 6-week confidence building programme - Year 1 'Finding Your Voice' from P3-7. • Implement 'Building Resilience' programme with P1 and P2. • Involve all of the school community in evidencing our strong rights-based approach across the school by achieving Rights Respecting Schools Gold re-accreditation. • Continue to provide creative and innovative support for children and families with identified barriers to learning. • Create a St Ninian's 'Equality & Diversity Charter' to highlight how every member of the school family is valued and respected. 	<p>Sept 2023</p> <p>Sept 2023</p> <p>Nov 2023</p> <p>August 2023</p> <p>January 2024</p>	<ul style="list-style-type: none"> • Pupil confidence survey completed Sept 23 and Nov 23 to evaluate impact of Year 2 programme • Gold Re-accreditation achieved in November 2023. • Parent surveys completed before and after planned interventions show increase in confidence. • Pupil Ethos Surveys evidence and increase in children reporting that other children treat them fairly and with respect. (Baseline 90%)
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p style="color: green;">Raised attainment in literacy and numeracy through ensuring appropriate challenge in learning for all children.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Collaboratively review the SIF evidence for Q1 3.2 and update our school's literacy and numeracy strategies to address recommendations and review programmes. • Further develop our collaborative approaches (Learning Rounds) to share practice and support the continued improvement of learning and teaching. • Further develop our shared understanding of challenge in learning to motivate all learners and build confidence. Review home learning alongside this. 	<p>Sept - Nov 2023</p> <p>Oct 2023</p> <p>Oct 2023</p>	<ul style="list-style-type: none"> • Termly HGIOURS activities and learner conversations show most learners can demonstrate confidence in the areas of recommendation. • Collaborative action plans created by SETs demonstrate improved practice and raised confidence. • Surveys (Dec & May) show increased % of children and parents agree learning is challenging. (Baselines from SIF)
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p style="color: green;">Achieve equity for Quintile 1 and 2 learners through a programme of targeted and tracked interventions.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>'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. Please follow this link https://sway.office.com/kfizE8pFLr4TTm?ref=Link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increased opportunities for children to lead their own learning across the curriculum.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Refresh our learner participation structure for 23-24 and embed school committees and leadership groups. • Further develop our curriculum changes to focus on leadership of learning and share practice across the team. • Continue to develop our bespoke tracking of achievement, progress and include learners' skill development across the curriculum. • Engage in a review of our curriculum and extend moderation activities to ensure children experience breadth and depth across learning. 	<p>Sept 23</p> <p>Oct 23</p> <p>Nov 23</p> <p>Nov 23</p>	<ul style="list-style-type: none"> • Almost all (90+) of learners report that their views are taken into account. • Curriculum Rationale highlights increased opportunities for all learners. Surveys evaluate the impact of planned changes. • Learner profiles support almost all learners to talk with confidence about their progress and achievements. • Termly moderation and QI activities evidence breadth of experiences and increased staff confidence in delivery across the curriculum.
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