



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

CONTEXT & FACTORS

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

PRIORITY:

To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.

(UNCRC Articles 12, 28, 29 & 31)

Confident Individuals

Successful Learners

Effective Contributors

Responsible Citizens

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

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

YEAR: 2024-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



St. Ninian's RC Primary School and ELC Setting

CONTEXT & FACTORS

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



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

SCHOOL (LEARNERS)

In line with our Summary of Inspection Findings 2023, we continue to develop approaches to children leading their own learning across the curriculum.

Most children (89%) described their learning as enjoyable in Session 23-24 pupil ethos surveys. Through continued curriculum changes, we have opportunities to further enhance learners' entitlement to challenge and enjoyment.

Through engaging with How Good is OUR school (HGIOURS) activities, children have identified some gaps in their experiences across the four contexts of learning.

Data shows that most children across the school and across quintiles achieve expected levels of attainment. We experience a trend over time where attainment at the beginning of first level dips, particularly in literacy.

 **STANDARDS AND QUALITY REPORT** [SSQR 23-24](#)

LOCAL AUTHORITY & CLUSTER

Curriculum Attainment Data and Identified Gaps
Literacy, Numeracy and Health and Wellbeing Priorities

Raising attainment, including closing the gap – West Lothian Raising Attainment Strategy 2023-28

Corporate Plan

Equity Team and Pupil Equity Funding

Curriculum: Service Design Tools

Values-based cluster curriculum

NATIONAL

The Charter for Catholic Schools in Scotland

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Scotland's Curriculum Framework

OECD – Future of Education and Skills 2030

Getting it Right for Every child (GIRFEC) & Support for Learning: All our Children and All their Potential (ASL Review) 2020

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Realising the Ambition

UNCRC

Developing The Young Workforce: Career Education Standards



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

VISION & VALUES

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



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

SCHOOL VISION

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

SCHOOL VALUES



Love Family Happiness
Kindness Positivity Courage

Written in consultation with all stakeholders

CURRICULUM RATIONALE

Our driver:
We have the highest expectation and belief for every child.

The curriculum at St Ninian's Primary School focuses on the totality of children's experiences in and out of school and is firmly centred on improving outcomes for **all** learners. Our shared values underpin our aspirations for the school community with children's wellbeing at the heart of our work. We believe that all of our learners can achieve and thrive through exciting learning opportunities and strong, supportive relationships. We actively promote learner choice, voice and ambition.

Our priority aligns closely with our shared commitment to the formation of the whole child and the development of each child's God-given talents. Continuing to enhance our curriculum offer, based on the views of all members of our school community, will enable us to support every child to thrive in our inclusive, happy learning environment.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: **2024-25**



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

SUPPORTING DATA

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



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

DATA ANALYSIS STATEMENT:

- We need to continue to develop approaches to children leading their own learning across the curriculum.*
- We have opportunities to further enhance learners' entitlement to challenge and enjoyment.*
- There are gaps and next steps to be addressed in our curriculum offer.*
- Over time, we have identified a trend where literacy attainment dips at the beginning of First Level in Track 2 and Track 3.*
- There is scope to positively impact on children's learning and skill development by improving our learning beyond the classroom provision.*

TRIANGULATING SOURCES:

PEOPLE'S VIEWS	DIRECT OBSERVATION	QUANTITATIVE DATA
Learner Conversations	IDL Review 2024	Summary of Inspection Findings 2023
Class Conversations	Class Learning Visits	Pupil and Parent Ethos surveys
Whole school Self-evaluation activities	Jotter monitoring	Improving our School Survey 2024
Excellence & Equity discussions	Jotter monitoring	Attainment Data
Whole school Self-evaluation activities	Playground observations	Improving our School Survey 2024

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



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

ACTIONS & INDICATORS

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.
(actions for next term to be decided one this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

- First Level Literacy approaches
- Trauma Informed Practice 2
- Building Thinking Classrooms pilot
- Playground Development Plan
- Inclusive Classrooms – CIRCLE Toolkit

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

PLANNED ACTIONS:

- 1** Introduce a new whole school HWB resource 'Treehouse' to further develop resilience, mental health, self-confidence and empathy. HWB Champ, all staff Aug-Sept 2024
- 2** Review our P1 phonics programme to incorporate more pace and challenge. Review our Four Contexts for Writing planner and focus on core targets. All staff Aug – Sept 2024
- 3** Refresh our commitment as a Laudato Si School, incorporating 'a 'Big Question' approach to enhance learner autonomy and embed IDL principles. SLT, P1 Team Sept 2024
- 4** Collaborate to create SET action plans around our curriculum offer, CLPL needs and evaluation of QI 2.2 – Curriculum. Update our Curriculum Rationale. All staff and pupils Sept – Oct 2024
- 5** Re-design the structure of Pupil Leadership Committees to enhance skill development and learner autonomy of improvement priorities. SLT, all staff September 2024

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

SUCCESS/IMPACT INDICATOR:

- P3-7 learners will self-report on their mental wellbeing using the Likert scale to baseline self-awareness and self-confidence.
- Staff will self-report on their confidence in literacy pedagogy to enable them to identify their own CLPL needs. Track 1 attainment data to show most pupils on track.
- Individual pupil profiles to be completed by end of Term 1 with learners self-evaluating against identified skills and principles of IDL.
- SLT will carry out learner conversations across the school to evaluate learner engagement and participation.
- All learners will be part of a pupil committee and will work collaboratively to create and share their Action Plan.

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

RAG:

-
-
-
-
-

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.
(actions for next term to be decided once this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

- Leading Equitable Schools
- Play Pedagogy
- Review Writing progression
- Digital Schools
- Skills Academy Programme

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

PLANNED ACTIONS:

●		●	
●		●	
●		●	
●		●	
●		●	

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.
(actions for next term to be decided once this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

- Building Racial Literacy
- Review Numeracy and Maths Strategy
- Trauma Informed Schools Bronze Award
- Thematic Review – School
- Developing the Young Workforce

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

PLANNED ACTIONS:

●		●	
●		●	
●		●	
●		●	
●		●	

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

ACTIONS & INDICATORS

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.
(actions for next term to be decided once this term has been evaluated)



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS:

- Self-evaluation Activities
- Refresh of Curriculum Map
- GOLD Reading Schools Award
- Pupil Led SQR
- PEF Consultation

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

PLANNED ACTIONS:

●		●	
●		●	
●		●	
●		●	
●		●	

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

SUCCESS/IMPACT INDICATOR:

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

RAG:

REVIEW SUCCESS

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St. Ninian's RC Primary School and ELC Setting

A CURRICULUM
for EXCELLENCE

PRIORITY:

To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

1, 2, 3, 4, 5	Enthusiasm and motivation for learning
1, 4	Determination to reach high standards of achievement
1, 3, 4	Openness to new thinking and ideas
2, 3	Use literacy, communication and numeracy skills
3	Use technology for learning
1, 2, 3	Think creatively and independently
2, 3, 4, 5	Learn independently and as part of a group
	Make reasoned evaluations
1, 3, 4	Link and apply different kinds of learning in new situations

INDIVIDUALS:

1	Self-respect
1	A sense of physical, mental and emotional well-being
1, 3	Secure values and beliefs
3	Ambition
1, 5	Relate to others and manage themselves
4	Pursue a healthy and active lifestyle
1	Be self-aware
3	Develop and communicate their own beliefs and view of the world
4	Assess risk and make informed decisions
1, 2, 3, 4	Achieve success in different areas of activity

CITIZENS:

1, 3, 5	Respect for others
3	Commitment to participate responsibly in political, economic, social and cultural life
3	Develop knowledge and understanding of the world and Scotland's place in it
	Understand different beliefs and cultures
1, 4	Make informed choices and decisions
3	Evaluate environmental, scientific and technological issues
1, 3	Develop informed, ethical views of complex issues
1, 3	Make reasoned evaluations

CONTRIBUTORS:

	An enterprising attitude
1	Resilience
	Self-reliance
1, 3, 5	Communication in different ways and in different settings
1, 2, 3, 4, 5	Work in partnership and in teams
1, 5	Take the initiative and lead
3	Apply critical thinking in new contexts
5	Create and develop
	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2024-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



QUALITY INDICATORS

PRIORITY:

To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

3

Developing a shared vision, values and aims relevant to the school and its community

2

Strategic planning for continuous improvement

3, 4, 5

Implementing improvement and change

2.2 Curriculum

4, 5

Rationale and design

2, 3, 4

Development of the curriculum

3

Learning pathways

4, 5

Skills for learning, life and work

2.3 Learning, teaching and assessment

1, 4, 5

Learning and engagement

2, 3

Quality of teaching

2

Effective use of assessment

2, 3

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1

Wellbeing

Fulfilment of statutory duties

1, 3

Inclusion and equality

3.2 Raising attainment and achievement

2

Attainment in literacy and numeracy

2

Attainment over time

2, 4, 5

Overall quality of learners' achievement

2

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.7 Partnerships



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



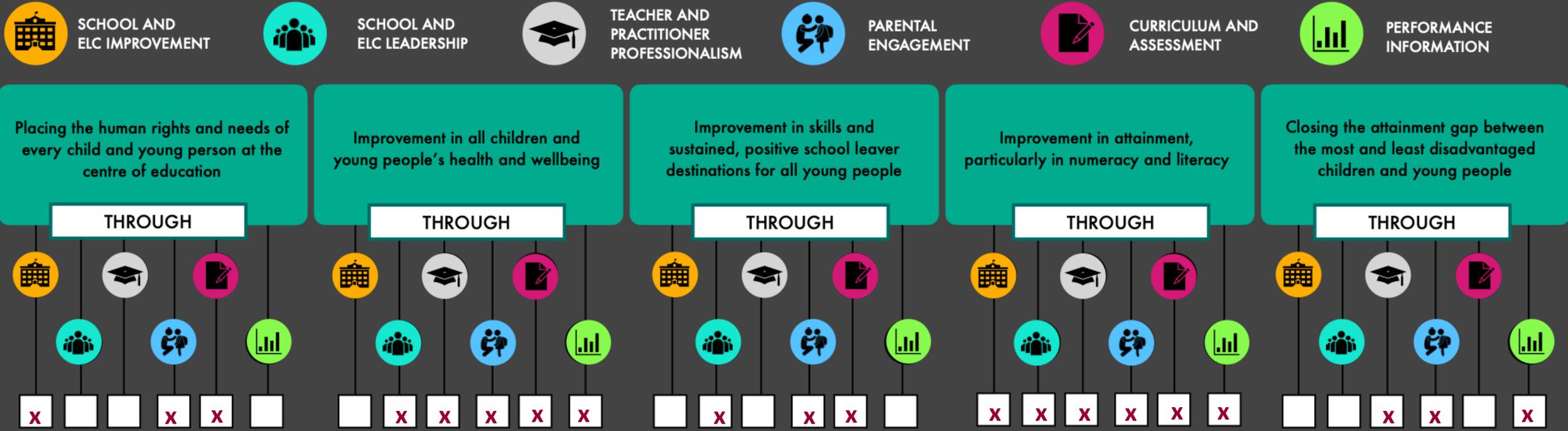
St. Ninian's RC Primary School and ELC Setting

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
To ensure all children further develop their skills and resilience through challenging, exciting and varied experiences across the four contexts of learning.



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



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024-25



BIGGER PICTURE

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



YEAR2

Enabling Environments – whole school focus

Strengthen first and second level play pedagogy

Extend our pilot of Building Thinking Classrooms.

Review Numeracy & Maths Strategy

YEAR3

50th Anniversary celebrations – February 2027

Vision and Values Refresh

Whole school IDL around our unique context and drivers

YEAR4

Whole school literacy review

Consider our approaches to Quality Indicator 3.3 – Increasing Creativity and Employability

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.