

St. Ninian's Primary School

Rooted in faith; growing in love.



PROGRESS REPORT FOR SESSION 2020/21

(Standards & Quality Report)

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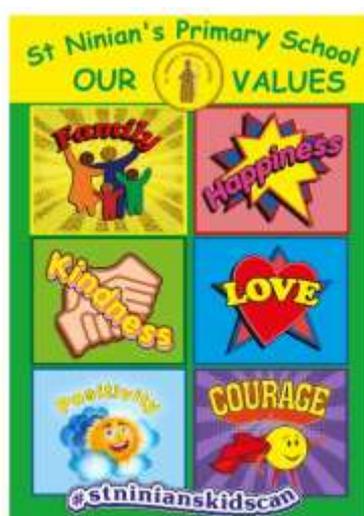


ABOUT OUR SCHOOL

St. Ninian's Primary School is a denominational primary school serving the communities of Dedridge, Adambrae and Murieston. Our school roll is 240 and we have a 40/30 nursery class. Our catchment area is wide spread and we have a diverse and multi-cultural school community.

Our ambitious and unique shared vision and values underpin the school's journey of improvement. At the heart of our vision are our Christian values and strong Catholic ethos which form our community of faith and learning. Partnership working and creative self-evaluation approaches are central to the success of our vibrant learning community.

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



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2020/21 and what the impact has been. Our report recognises that we entered a period of school closure in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2020/21 was to offer high quality learning experiences in all classrooms by engaging teachers in professional learning opportunities, professional enquiry, moderation and school self-evaluation.</p> <p>NIF DRIVER(S): School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - We created Empowerment Groups led by lead learners and involving all class teachers, enabling them to engage with the West Lothian Recovery Pathway materials and consider progression across the school. - In Literacy, we carried out an audit of our current practice, approaches and resources which allowed us to create a Literacy Strategy for our school. - Our Literacy Lead Learner worked in partnership with the Cluster Literacy Pedagogy Officer to develop Literacy Pedagogy Toolkits for all stages in our school as a practical overview of all aspects of literacy and to provide consistency of approach. - We introduced Reciprocal Reading strategies and evaluated the impact on learner engagement. - We introduced core and genre targets in writing to help learners focus on self and peer assessment as well as acting on teacher feedback. - In Numeracy, we created a Sway for parents to explain the CPA (concrete, pictorial, abstract) approach and we introduced Count on Us boards. - We continued to empower learners to lead their learning during Number Talk lessons, at school and during remote learning at home. - Some teachers carried out a test of change looking at Maths through Stories. - At regular intervals, we analysed our literacy and numeracy data to identify strengths, patterns and gaps. Our learning and teaching was adapted to address the gaps we identified. - During the period of remote learning, we carefully considered the use of resources and support required by children and their families. <p><u>Evidence indicates the impact is:</u></p> <p>Learners using core and genre targets have grown in confidence at analysing and evaluating their own writing.</p> <p>Learners have shown through a growing number of learner conversations that they are able to name the reciprocal reading strategies taught so far and give examples of how they have applied them in practice.</p> <p>Learners across all stages have continued to make good progress in literacy and numeracy, with the majority of learners at P1, P4 and P7 achieving expected levels of attainment.</p>
<p>ELC</p>	<p><u>Evidence indicates the impact is:</u></p> <p>Learners in the ELC have shown increased interest in writing and improved levels of vocabulary in a variety of situations, eg. during snack, through play and together time.</p> <p>Learners in the ELC benefit from increased learning opportunities for mathematics and numeracy as part of their play and quality interactions with ELC staff.</p> <p>Learners in the ELC were provided with a range of literacy and numeracy weekly experiences during the period of school closures. As a result, more parents felt able to support their child at this time.</p>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2020/21 was to provide targeted interventions for identified pupils across the school to ensure that attainment potential is maximised.</p> <p>NIF Driver(s): Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • We regularly evaluated the needs and progress of learners across the school through robust excellence and equity meetings. This then allowed us to deploy support for learning staff in a responsive and needs driven approach. • We carried out a range of literacy and numeracy interventions, monitoring the impact of these on a regular basis. • We trialled a new online reading scheme at different stages in our school and then purchased a non-fiction scheme for infant learners to address an identified gap in our resources. • During the period of remote learning, we identified vulnerable learners across the school and provided them with a place in our Hub. We used this time to support learners' wellbeing, literacy and numeracy. • All targeted groups and individuals were given virtual live lessons during the period of remote learning to continue their access to interventions. • We employed a Polish Support Worker to provide support for children with English as an additional language (EAL). 17% of our learners are Polish. <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</u></p> <p>Learners requiring targeted interventions in literacy and numeracy were supported in school and online during the period of remote learning.</p> <p>Following the period of interrupted learning, our support for learning team were deployed to target learners with barriers to learning and changes in their progress. This intense, direct support enabled many learners to make expected progress or to stay on track.</p> <p>Learners finding it more difficult to self and co-regulate their emotions were supported through 1-1 check-ins and small group interventions. This included safely re-establishing an after school club for targeted classes to support the ongoing development of social skills and teamwork.</p>
<p>ELC</p>	<p>Evidence indicates the impact is:</p> <p>Parents attending virtual PEEP classes described an increase in their confidence in supporting them to interact positively with their child through play based activities.</p> <p>EAL learners in the nursery show increased confidence in language development as a result of targeted support from our Polish Pupil Support Worker.</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2020/21 was to improve children's health and wellbeing to ensure their readiness to learn.</p> <p>NIF Driver(s): School Improvement Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • We continued to track our children's wellbeing regularly, asking them to self-report against the wellbeing indicators and holding check-ins with identified groups of learners. P4-7 pupils reported via Teams and P1-3 children completed paper copies. • We introduced a new resource called Happy, Healthy You across the school. • We utilised the West Lothian Recovery Pathway Sways which provided comprehensive lessons to support the recovery phase for children and their families. • During the remote learning period and the following term, we focused on building the resilience of our young people through a range of weekly activities, whole school assemblies, and the introduction of the Resilience Alphabet. • We continued to hold learner conversations termly and embedded the One Trusted Adult approach across our school. • We created a display in our main hall to highlight the whole school approach and Trusted Adults.
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	<ul style="list-style-type: none"> • Identified groups of learners in our school benefitted from involvement in self-esteem groups, targeted support, referrals to other agencies, fine motor skills groups, lego therapy and counselling. • Our Empowerment Group updated our HWB Driver Diagram to reflect our strategy and main drivers in our school. We evaluated our progress against HGIOS Quality Indicator 3.1. <p>Evidence indicates the impact is:</p> <p>Learners across the school develop their emotional literacy and resilience through One Trusted Adult conversations and targeted 1-1 check-ins where required.</p> <p>95% of our learners report positively against the wellbeing indicators. P5-7 learner surveys.</p> <p>Most learners report that they feel safe and treated with respect at our school.</p>
<p>ELC</p>	<p>Evidence indicates the impact is:</p> <p>Learners in our nursery express that they feel safe and happy during their daily wellbeing check ins.</p> <p>Learners are able to talk confidently about their emotions linking the wellbeing indicators to their own experiences.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2020/21 was to improve and develop digital literacy skills for staff and learners to enable a more agile and blended approach to learning</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Parental Engagement</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We continued to use the digital platforms of Seesaw and Teams to support home learning. This ensured we were able to adapt quickly during the period of remote learning and any periods of isolation for learners. • We evaluated our remote learning offer at the beginning of January 2021 to improve our online learning approaches and meet the needs of children and parents. • Our staff team engaged in professional learning opportunities to develop their own digital skills, piloting ideas and activities with their class and sharing practice across their stages. • We purchased sets of Tablets for every class to increase access to digital learning, and we now have an interactive Promethean board in every classroom to enhance leaning and teaching. • Our Digital Lead Learner gathered evidence of our school’s digital journey from learners, staff and parents to present as part of our validation visit with Digital Schools Scotland Awards in June 2021. • As part of our Participatory Budgeting activities, we purchased an Outdoor Classroom and picnic benches to enhance outdoor learning facilities on our school grounds. • We engaged with the RAISE programme and RAISE Officer to participate in STEM training and after school clubs. Some of our parents also took part in this. • Our STEM Action Plan and successful bid for funding from the Edina Trust led to the purchasing of new coding equipment and lego for the infants. • We had a whole school focus on Global Goals and Right of the Week in the summer term as part of our Rights Respecting Schools refresh. <p><u>Evidence indicates the impact is:</u></p> <p>88% learners in P1-3 rated their enjoyment of Seesaw as very high. Learners were keen to showcase learning on Seesaw on their return to in school learning.</p> <p>The majority of learners in P4-7 reported that they felt confident in their online learning via Teams during the period of remote learning.</p>

	Learners across the school have access to a range of devices to support their learning with many choosing to bring their own device to school. Our learners are eager to develop their digital skills further.
ELC	Evidence indicates the impact is: Learners are making choices about how they use technologies in their everyday play, eg. using the new Promethean board for mark making or to play educational literacy and numeracy games, scanning the QR codes to access nursery rhymes or songs, using the GoPro or I pads to take photographs/videos of their learning.

Evaluative comment on school's attendance and exclusion data required.

The school's attendance rate for Session 2020/21 was **95.10%** with an exclusion rate of **0%**.

The Leadership Team monitor pupil attendance monthly and work in partnership with parents/carers to overcome any barriers to attendance.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

St. Ninian's has a proud tradition of excellent partnership working with parents to involve them in their child's learning. In Session 2020/21, this took on a virtual spin with a number of annual events taking place via Skype for Business to ensure parents could still connect with the school and play a key role in their child's education. This included: Meet the Teacher Night, online Parents' Evenings and the trial of the new Parent Booking System, weekly Ninian's Natter sessions during the period of remote learning and online assemblies. Communication remained a strength of the school this session with our usual weekly updates and the use of Padlet and video messages during remote learning. This ensured children and families stayed connected with the school at this time. Parents commended the school for the high standard of communication. The work of the school was enriched by the feedback from parents/carers at the start of the remote learning period via surveys and discussions. Parent feedback allowed the school to reflect on lockdown approaches and make improvements to enhance children's experiences. In preparation for the annual school improvement plan, a further survey was issued to parents to gather a picture of the school's strengths and next steps. Parents were also invited to vote on how best to use the school's Pupil Equity Funding to meet the needs of learners and remove barriers to learning. All results of the surveys were shared with parents via the weekly newsletters.

Developing in Faith section to be added for denominational schools

Our vision at St. Ninian's is for our children to grow in the image and likeness of Christ within our community of faith and learning. Our School Values, based on Gospel Values, are embedded in the life and work of our school family and are at the heart of all decision making in our school. All members of our school family were involved in creating the school values in 2018 and we have an annual focus on ensuring the values are refreshed with the current learners. In 2020, this led to a new school value of 'courage' being introduced to reflect the children's resilience during the global pandemic. The school values are very visual

across our school building and are celebrated in assemblies, via the weekly newsletters and regularly discussed in class. Our children are articulate and talk with great enthusiasm about the school values. They are rewarded for showcasing the school values and in 2021 we introduced 'Value of the Month' to celebrate our values individually. Our value of 'family' is of great importance to St Ninian's and has been best showcased this session through shared opportunities for praying the Rosary, working closely with Livingston Parishes on this year's Sacramental programme, holding virtual parent workshops on God's Loving Plan and through the whole school celebration of Catholic Education Week.

Our Wider Achievements this year including successes at the time of Remote Learning:

- **Crusader Court – care packages at Christmas delivered by children and staff**
- **£560 raised from Christmas Card fundraiser – Parent Council led this initiative**
- **WLC Name a Gritter competition – winners in various classes, prizes awarded**
- **Maths Week Scotland, Book Week Scotland**
- **British Science Week**
- **SUMDOG competitions**
- **Four P7 winners in Maths University Challenge**
- **Outdoor learning being embedded by all staff**
- **Wildlife Conservation Charity linking in with P6, P5**
- **Skype a Scientist in P4/5 & P5**
- **STEM workshop virtually for P7 with Smartstems**
- **Edina Trust funding granted this session – coding equipment**
- **WLC Museum Virtual visit with P2/3 – Toys from the past**
- **Sharing is Caring resource for families to provide access to food supplies**
- **Use of SEESAW in P1-P3 and Teams in P4-7, before and during remote learning**
- **High levels of learner engagement during remote learning period**
- **P1 trialled LIVE virtual lessons with parents and groups of children**
- **Nursery staff held weekly LIVE virtual sessions for children and parents**
- **Pupil choice workshops virtually on TEAMS for P4-P7 to reengage learners**
- **Sacramental Programme for P3, P4, P7 pupils**
- **Skills of staff in digital technologies – attended webinars, professional reading, shared practice and working with lead learners**
- **Successful learning environment for key worker and vulnerable children during the period of school closure**
- **New furniture for P1 playroom**
- **New furniture for P6 and P6/7 to promote agile learning**
- **Utilising other agencies to support wellbeing of children – Outward Bound, SALT, Active Schools, Visual Impairment, Wellbeing Scotland**
- **Pope Francis Faith Award in P6 and P7**
- **Virtual transition programme for nursery-P1 and P7-Secondary school**
- **Purchasing of new Promethean boards for all classes including nursery**
- **New VR headsets, Green Screen, tablets, netbooks purchased to support digital skills development**
- **Class Sports Days**
- **Care Inspectorate Inspection – June 2021**
- **Digital Schools Award Scotland – June 2021**

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)