

St. Ninian's Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2021/22

(Standards & Quality Report)

Douglas Rise
Dedridge
Livingston
West Lothian
EH54 6JH



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 241 and we have a 40/30 nursery class. Our catchment area is wide spread and we have a diverse and multi-cultural school community. 22% of our learners have English as an additional language.

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 2021/22, what the impact has been and what our next steps will be to continue to address these priorities in session 2022/23.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to raise attainment in literacy and numeracy through embedding a consistent approach to learning, teaching and assessment.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> In Literacy, we continued to embed our school Literacy Strategy across all stages to ensure consistency of approach in reading and writing. All staff trialled our unique Literacy Pedagogy Toolkits at all stages to inform approaches to literacy learning, teaching and assessment. This work enhanced moderation across levels and across the cluster to agree shared standards. It also supported our new whole school focus on writing across the four contexts of learning. We evaluated teacher confidence in reading and writing at the start and end of the school session to inform our ongoing professional learning. This led to a refresh of our creative writing approaches and increased pupil engagement. We embedded the use of core and genre targets in reading and writing to help learners focus on self and peer assessment, as well as acting on teacher feedback. In April 2022, we held a Literacy Review to evaluate our approaches to writing this session. We were able to evidence strengths such as progression across genres and the impact of teacher feedback. An action plan was created to inform our next steps. In November 2021, we held a Numeracy Review to evaluate our approaches to raising attainment for all learners. We carried out observations of practice and spoke with focus groups of learners. An action plan was created to highlight areas of strength and next steps such as co-constructing success criteria with learners. Many of our teachers took part in professional learning opportunities at key transition stages. We also introduced Maths through Stories in our ELC and school to promote mathematical language and enthuse learners. 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. Our staff team looked at research from Education Endowment Foundation to agree three consistent features of practice. The Leadership Team carried out quality improvement activities to evaluate this focus. Our ELC staff participated in professional learning, working in partnership with Murrayfield Language Outreach teachers, to build pre-requisite oral language skills in learners for later learning and literacy. Our ELC learners benefitted from weekly Wordboost stories and follow up tasks to develop their vocabulary. This was shared with families via online journals, postcards and weekly SWAYs. <p><u>Evidence indicates the impact is:</u></p> <p>Learners at all stages have grown in confidence in analysing and evaluating their own writing through the consistent use of core and genre targets.</p> <p>Learners across all stages have continued to make good progress in literacy and numeracy, with most learners at P1, P4 and P7 achieving expected levels of attainment.</p> <p>Learners have experienced greater consistency in literacy and numeracy experiences and have been able to articulate this in focus groups.</p>
<p>ELC</p>	<p><u>Evidence indicates the impact is:</u></p> <p>Learners have shown an improvement in their oral language and phonological awareness skills in their interactions with staff and peers.</p> <p>Learners benefit from increased learning opportunities for mathematics and numeracy as part of their play in the indoor and outdoor spaces.</p>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to achieve equity for all learners through a strategy of universal and targeted supports.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress.</p> <p>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. In P1 and P4, attainment in literacy and numeracy improved from Track 1 (October) to Track 4 (June). We employed a Polish Support Worker to provide support for children with English as an additional language (EAL). We employed a Speech and Language Therapist to build capacity and support the language and communication need of children in ELC – P3. She supported the implementation of interventions such as Word Boost and Teaching Children to Listen, measuring the impact on individuals and year groups. Online and in-person parent sessions were held to support speech, language, and communication skills at home. Our school blog was refreshed as a Family Learning Blog in February 2022 to provide parents with examples of supporting literacy, numeracy, and health & wellbeing at home. We also used Seesaw from P1-7 to share weekly learning updates with parents. Almost all (92.93%) of our parents report that our school provides them with the information they need to support their child's learning at home. Following a consultation with learners and families, we used PEF funding to provide a free after school programme from October 21 – June 22. Over the session, 175 learners accessed the clubs and we tracked their attendance to support all learners to participate in at least one activity. Identified groups of learners across all stages were involved in targeted interventions to increase their engagement, wellbeing, and attainment. This included Zones of Regulation for emotional wellbeing, music groups for engagement and listening skills, cooking groups with The Larder to enhance engagement and self-esteem, first level numeracy recovery groups, and lego therapy for communication and social skills. Identified children and families in the ELC were able to attend PEEP classes in person to support emotional wellbeing and transition to Primary 1. Learners in the ELC enjoyed weekly singing sessions with Star Harmonies to develop their awareness of rhyme, sound and vocabulary. Following pupil consultation, our Participatory Budgeting Initiative led to improvements in our playground facilities and PE resources. <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners</u></p> <p>Most (75 – 90%) children in P1, P4 and P7 are achieving their expected level of attainment in literacy and numeracy.</p> <p>Targeted interventions in literacy, numeracy and health and wellbeing are improving our learners' confidence and engagement. Pupil ethos surveys confirm 10% increase in pupil confidence this session.</p> <p>Word Boost assessments highlighted the overall improvement in children understanding and using Word Boost vocabulary in P1-P3.</p>
<p>ELC</p>	<p>Learners in their pre school year have increased their knowledge and use of vocabulary with almost all learners showing an improvement in their word boost screener.</p> <p>Parents who attended PEEP told us they have more confidence to support their child with transition to Primary 1.</p> <p>Learners engaged very well during the weekly singing sessions, demonstrating improved listening and language skills.</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was to embed the principles of nurture across our school to support the social and emotional development of all children.</p> <p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made very good progress.</p> <p>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 continued to hold learner conversations termly and embed the One Trusted Adult approach across our school. • 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, counselling and bespoke curriculum plans. This increased learner attendance and engagement across the school. • We refreshed our understanding of the six nurture principles, considering how these are evident in our practice and approaches. This led to a whole school review and consultation of our Vision and Relationships Charter. • We introduced Zones of Regulation to the whole school, and targeted groups participated in additional group sessions to recognise and manage emotions. • We employed additional Pupil Support Workers to provide support for all children to co and self-regulate, and for more frequent learner conversations. • Our school community was strengthened by the return of in-person Together Time assemblies and the opportunity to celebrate and worship together. • We became a Laudato Si School in November 2021, registering our commitment as a school family to pray, learn and act as we inspire change in our community and world. • Our ELC staff team, in consultation with learners and families, reviewed and refreshed our ELC Positive Relationships Charter. <p><u>Evidence indicates the impact is:</u></p> <p>100% of learners report that staff in our school treat them fairly and with respect. This has increased by 11% since last session.</p> <p>All learners were recognised and celebrated during Golden Visits by the Leadership Team. This sense of community supported our children's wellbeing and self-esteem.</p> <p>Learners across our school developed a shared language for discussing emotional wellbeing through the interventions in place. This led to a reduction in distressed behaviour and increased the ability of our children to regulate their emotions and behaviour.</p>
<p>ELC</p>	<p>Learners are able to talk confidently about their emotions linking the wellbeing indicators to their own experiences.</p> <p>Learners are showing consideration for others by being encouraged to show our values and positive relationships in their daily actions.</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 2021/22 was to increase the achievements and skill development of all learners, within and beyond the classroom.</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We introduced a new programme to recognise wider achievement and develop our children's independent life skills. 35% of learners achieved a Junior Duke Award this session with a further 30% working towards their award. • We continued to use the digital platforms of Seesaw and Teams to support home learning. In February 2022, our use of Seesaw was extended to include Primary 4-7 to enhance parental engagement and strengthen our work on supporting parents to support their child's learning. • To build on teacher and learner agency, our curriculum approaches provided more opportunity for pupil voice and choice in learning. Teachers experimented with agile learning approaches to further develop learner skills and creativity. Learner engagement and enjoyment of learning has increased this session. • We utilised additional COVID recovery funding to extend our curriculum offer and develop new partnerships. Every class received a 3-week block of

<p>NIF Driver(s):</p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>outdoor learning from Kids Gone Wild, and every class including ELC received an 8-week block of music from Star Harmonies or NYCOS. These experiences enhanced learner achievements and built capacity amongst staff who also participated in the programmes.</p> <ul style="list-style-type: none"> • Our Pupil Council conducted an audit on our playground environments and created an action plan for improvements. A new partnership with West Lothian College led to a development of a risky play area for our infant children. We also purchased new resources to enhance our children’s free play. • Learning for Sustainability was a key feature of learning this session across our school, re-energised following a whole school focus on COP26. Pupil and teacher leaders created action plans, displays and activities to enthuse our school community and support the development of skills and knowledge. • A new technology area was created in the ELC indoor environment as a result of our digital audit tool. New resources were purchased to engage learners and support skills development. • ELC staff used the results of the outdoor audit tool to develop the space and purchase resources to enhance the outdoor learning experiences on offer. This included transforming the outdoor hut in the ELC garden into a safe, quiet sensory space. <p><u>Evidence indicates the impact is:</u></p> <p>Pupil ethos surveys confirm that 88% of learners find their learning enjoyable and 95% of parents report that their child likes being at school.</p> <p>Parental engagement has increased through the use of Seesaw from P1-7 and almost all (95%) of parents report that they are informed about their child’s progress in learning.</p> <p>Learners’ achievements are recognised and celebrated. Our learners contribute to the wider life of our school community, taking on responsibilities and opportunities to lead learning.</p>
<p>ELC</p>	<p>Digital technologies have become part of everyday learning and play in terms of skills acquisition and accessing learning. Learners have enjoyed using new digital equipment purchased.</p> <p>Learners have enjoyed daily outdoor play and have shown an interest in the new resources.</p>

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

The school’s attendance rate for Session 2021/22 was **91.73%** with an exclusion rate of **0%**.

The Leadership Team monitor pupil attendance bi-monthly and work in partnership with parents/carers to overcome any barriers to attendance. Following conversations with parents and offers of support, pupil attendance is shown to improve.

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 and families to involve them in their child’s learning. Our June 2022, our positive responses within the annual parent ethos surveys were above the West Lothian average and indicated several areas of strength including communication and consultation of parents.

In Session 2021/22, we built upon communication approaches used during the pandemic to ensure our families remained connected with school. Weekly Newsletters were shared via Glow Forms, allowing parents to

comment, ask questions and offer feedback regularly. The work of our school was enriched by feedback from parents/carers throughout the session. Parent feedback influenced changes to our home learning approaches in October 21, our Positive Relationships Charter in November 21, and our pilot of Seesaw in February 22. Parents were also invited in June 22 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.

Our full school community were overjoyed to welcome parents/carers back into school in May 2022. The return of 'Ninian's Natter' for P1-7 was a highlight for children, families and staff alike! Families were welcomed into their child's classroom to participate in learning activities. In our ELC, families were able to join in smaller groups for Stay and Play sessions too. Sports Days and Leavers' celebrations also provided opportunities for parents and families to support their child and celebrate with the wider school community.

Our active and enthusiastic Parent Council are working closely with the school to consider new ways to further enhance our parental engagement next session.

Developing in Faith section to be added for denominational schools

This year's theme of *Celebrating and Worshipping* has created the opportunity to reflect on the vision and aim of our inclusive Catholic school. Our shared 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. A focus on our vision this session has enabled us to reflect on our unique, God-given talents, skills and achievements. We have celebrated this as a school family at our Together Time assemblies, online and in-person, linking our discussions to our school values. Our 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.

This session, we have been able to celebrate our faith through prayer and liturgy in school Masses such as our St Ninian's Feast Day and Holy Days of Obligation. Our children and staff participate in the liturgy and we were delighted to welcome parishoners into school to celebrate the Feast of the Ascension with us in May. Our full school community also raised an incredible £1,465 for the Daughter's of Charity Ukraine Appeal in March 22.

Our School Chaplain, Canon Owens, celebrated Class Masses in person with all classes this year. These were poignant occasions for our children and staff, inclusive and supportive of **all** pupils. Canon Owens also provided spiritual wellbeing opportunities for our staff team, to pray and reflect in our role as educators within a faith community.

Our whole school Together Time in May and June has been a wonderful way to celebrate and worship through song once again following the pandemic. It is such a big part of what we do and who we are, providing us with many happy memories when we are all together in celebration. 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 the whole school celebration of Catholic Education Week have enhanced our celebration with parents, families and the wider community too.

Our Wider Achievements this year have been:

- £678 raised from Christmas Card fundraiser – Parent Council led this initiative
- £1,465 raised for Ukrainian Appeal
- P7 Bikeability and P6 Bikeability
- Digital Showcase for parents in September 2021
- European Day of Languages
- Free After School Club Programme for P1-7
- All classes enjoyed a free school trip this year
- Catholic Education Week
- SUMDOG competitions
- Virtual Nativity and Christmas Songs
- One P7 winner in Maths University Challenge
- Sharing is Caring resource for families to provide access to food supplies
- Use of SEESAW in P1-7 to enhance parental engagement
- Sacramental Programme for P3, P4, P7 pupils
- Digital Leaders film for Livingston's 60th Celebrations
- Pope Francis Faith Award in P6 and P7
- Sports Day
- Health Week
- Outdoor Learning Day
- New School Choir formed
- P6 and P7 pupils won local Football Tournament
- School Community Litter Pick
- P6 Cross Country Festival
- Ninian's Natter

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	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	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