



Standards and Quality Report
Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC setting times • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	School roll – 133 ELC roll - 30 1 x Nursery Class - 1 session time 9 am -3 pm 6 x Primary Classes Care Experience – 2 children 1% EAL –5 children 4% Dyslexia confirmed -11 children 8% ASN – 34 children 21%			
FME	47 children 35%			
SIMD Profile for establishment	75% SIMD 3, 10% SIMD 4 and 15% SIMD 7			
Attendance (%) 90.81%	Authorised	6.66	Unauthorised	2.54
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£46,550			

At the heart of what makes St Ninian's RCPS unique is our shared vision:

To provide all children with skills for life long learning and achieve their full potential.

Our school values of **Respect, Ambition, Honesty and Believe** have been refreshed this session after consultation with all stakeholders. These values show our school is a Catholic school based on the Gospel Values, The Charter for Catholic Schools, This is Our Faith, Sacramental Preparation, Prayer and the celebration of mass.

St Ninian's Aims

Our aim as a Catholic school is to create a community where faith is shared and the spirituality of each individual is fostered with the Gospel Values at the heart of the school.

Every child will reach their potential in attainment and achievement.

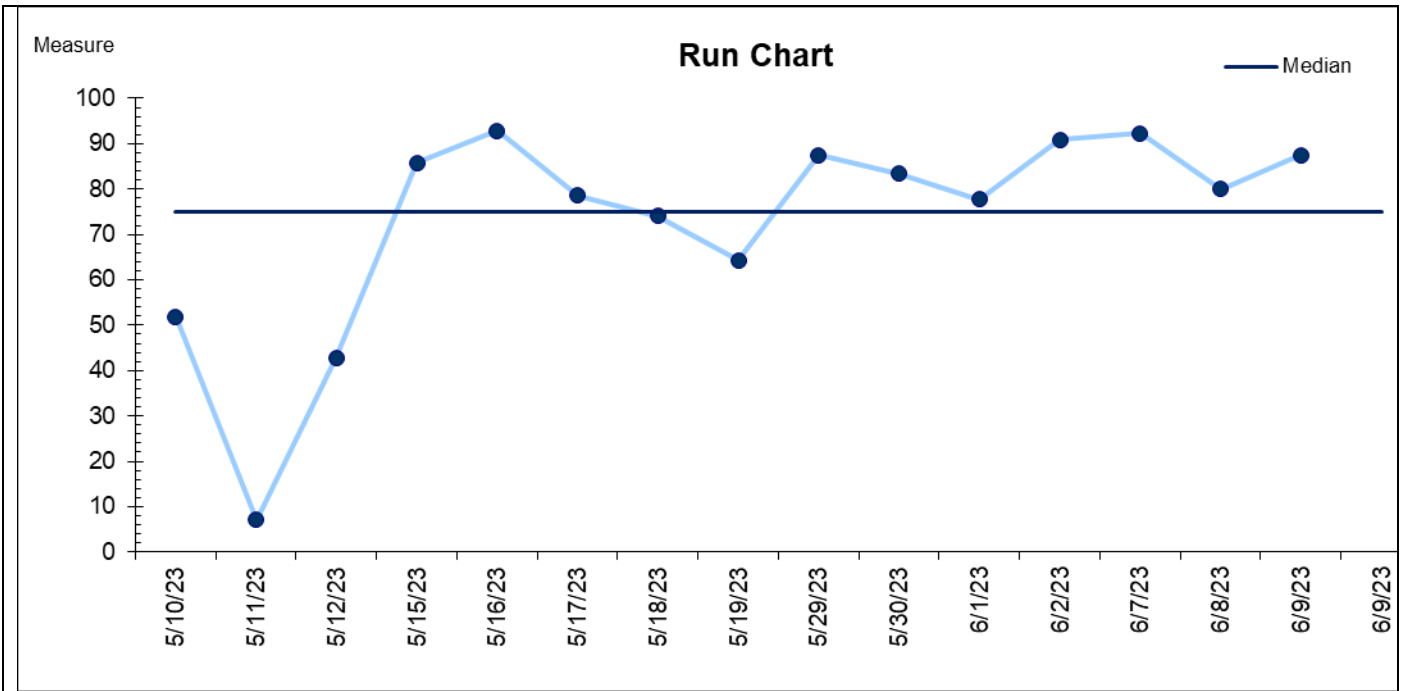
Children's Rights and wellbeing reflect the principles of the United Nations Convention on the Rights of the Child.

We strive to address inequity and ensure we consider the Cost of the School Day.

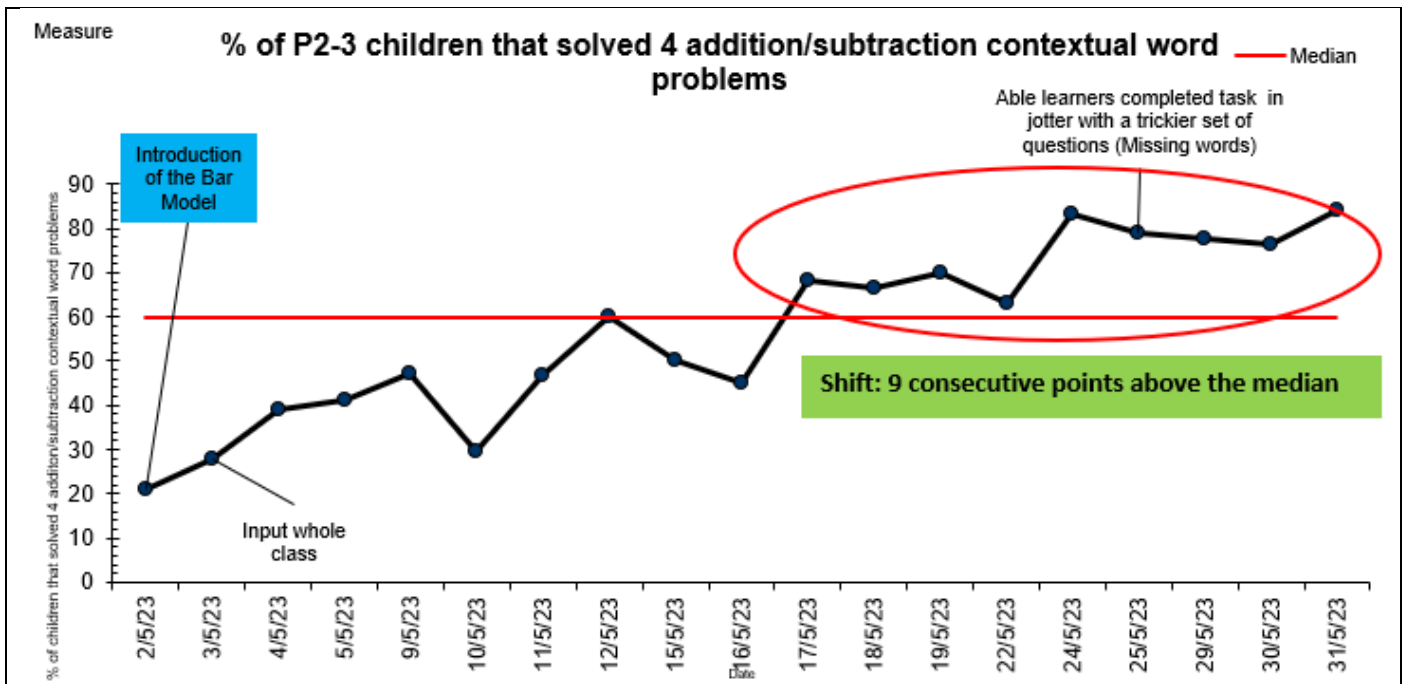
Improvement Priority Session 2022 – 2023

Priority 1 (*aim/outcome – who will change?, what will change? and how will it change?*)

<p>Improve the skills of all children to use Conceptual Numeracy strategies to raise attainment in mathematics with a particular focus on P4, 5 and 7 cohort of children using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input.</p>						
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><u>NIF Driver</u> Teacher and practitioner professionalism Parent and Carer Involvement and Engagement Curriculum and Assessment School and ELC improvement Performance information</p>		<p><u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>				
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	<u>x</u>	Continued into next session	<u>x</u>
<p>Progress: <i>What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</i></p> <p>Model for Improvement (Mfi) QI project implemented in P4/5 class with daily mental maths using Numeracy Ninjas. After significant success with this cohort, it has been cascaded across Second level with all 3 classes (P4/5, P5/6 and P6/7). All second level children for maths, experience daily mental maths using Numeracy Ninjas. The majority of teaching staff have had professional learning in mental maths. Almost all teaching staff have had professional learning in Model for Improvement.</p> <p>All teaching staff identified whole school focus for development in maths from data through self evaluation activities. Primary 3/4 and Primary 4/5 have implemented Mfi in Conceptual Numeracy strategies (specifically Singapore Bar Model) through the application of skills in solving word number word problems.</p> <p>All staff (EYO, PSA and Teaching) have had several professional learning sessions at school and cluster level in Conceptual Numeracy. All staff have been using the Robert Wright text for professional reading activities. Teaching staff have worked with Local Authority maths QIO to develop cluster high quality maths assessments. Nursery staff have developed core provision for maths indoors and outdoors after professional reading and development.</p>						
<p>Impact: <i>What impact has the progress/work undertaken had on improving the outcomes of your children and young people? What evidence do you have? Quantitative or qualitative data to support this impact Impact statements should be written evaluatively eg almost all, most, majority etc</i></p> <p>% of P4/5 children that solved 4 addition/subtraction contextual word problems.</p>						



Most children in P4/5 can solve 4 addition/subtraction contextual word problems.



Most children in P2/3 can solve 4 addition/subtraction contextual word problems.

All children in P5/6 have experience of using the split strategy to solve number problems.

All children in P6/7 have experience of using Think Boards.

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session? Yes

This priority needs to be continued into next session to have impact on the children and the professional learning to have an impact on staff development and pedagogy. This will be priority 1 in SIP for 2023-2024.

Full implementation of Local Authority Planning Progression Pathways for Conceptual Numeracy along with other Fife Council Planning Progression Pathways in all curricular areas.

Staff to visit other classrooms for peer support in developing Conceptual Numeracy strategies trialled at different stages.

Collegiate lesson planning to share Conceptual Numeracy high quality pedagogy.

Improvement Priority Session 2022 – 2023

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

Priority 2 – (aim/outcome – who will change?, what will change? and how will it change?)

Improve the skills of all children through engagement of Workshop for Literacy strategies working with the pedagogy team to raise attainment in literacy with a particular focus on ELC P4,5 and 7 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar.

NIF Priority

Improvement in attainment, particularly in literacy

NIF Driver

Teacher and practitioner professionalism
Parent and Carer Involvement and Engagement
Curriculum and Assessment
School and ELC improvement
Performance information

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

1.2 Leadership of Learning
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Developing in Faith

Promoting Gospel Values

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

x

Continued into next
session

x

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

All teaching staff have been involved in professional learning with Local Authority for Workshop for Literacy (WfL).

All staff (teaching, EYO and PSA) have had professional learning on writing.

All teaching staff have started to implement elements of the Fife Progression Pathways for WfL.

A St Ninian's RCPS writing standard has been produced.

Whole school writing assessments are in place 3 sessions a year. Yearly overview for writing genres from Fife Writing Pathways linked into annual times and in quality assurance calendar.

All teachers teach 2 x 15 minute writing lessons and 1 Big Writing session a week.

All children's spelling data is being tracked and has been analysed.

Jolly Grammar teaching resources have been purchased for all classes from Primary 1-7.

Six visualisers have been purchased for each class to use for sharing of WfL texts and grammar.

Class novels x 15 copies of 4 different texts purchased for second level with themes of equality and diversity of cultures and traditions.

Core provision audit in ELC and implementation of Literacy den outdoors in the nursery garden with further mark making resources purchased.

Two teachers have had professional learning through Fife Digital Strategy Group. Barriers to literacy and IT packages identified for specific children. Needs to be implemented next session.

Impact:

What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

What evidence do you have? Quantitative or qualitative data to support this impact

Impact statements should be written evaluatively eg almost all, most, majority etc

All staff (Teaching, EYO and PSA) had writing professional development during in-service therefore children's writing attainment has increased:

Writing attainment has increased from 53% to 63% in P7.

Writing attainment has increased from 62% to 76% in P6

Writing attainment has decreased from 62% to 56% in P5.

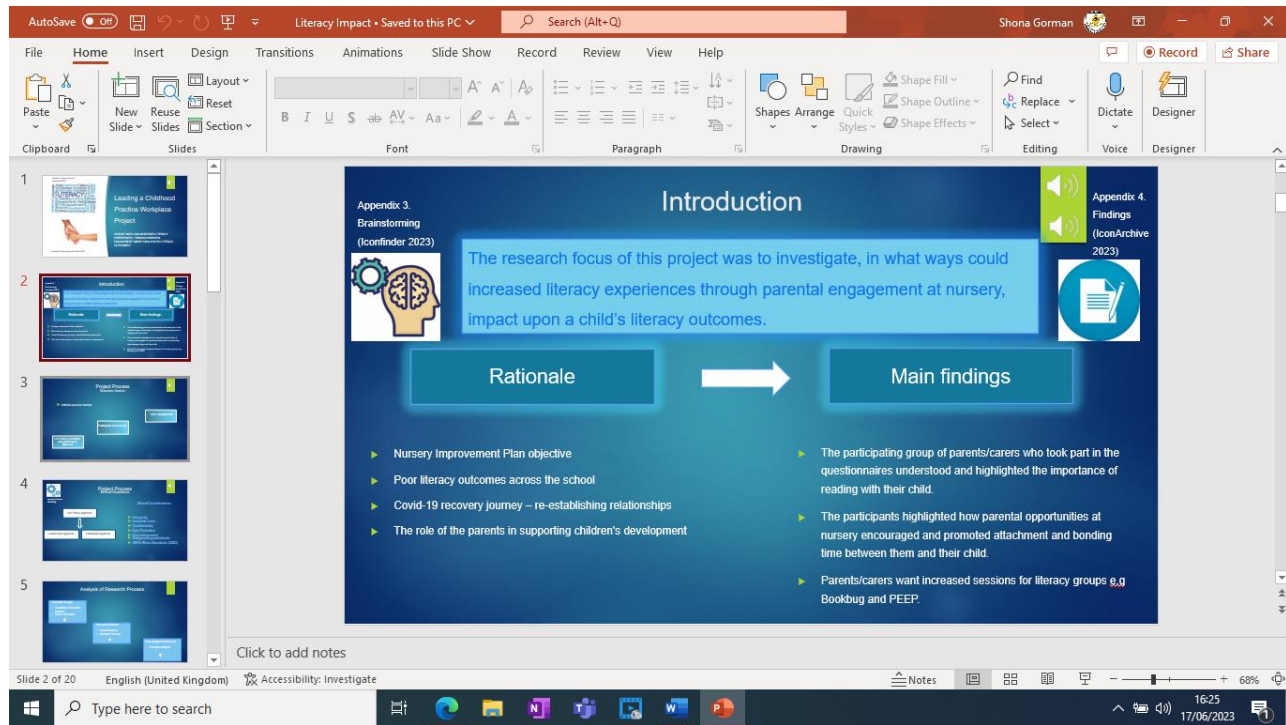
All children in Primary 1 have had additional phonics input with raising attainment teacher. All children in Primary 1 know all initial phonics. 4 children need further development with diagraphs ch, sh,th and qu.

All nursery children experience challenge through planned interventions from Nursery Teacher and EYOs. All nursery children were involved in a literacy research project with EYLO 'In what ways can increased literacy experiences, through parental engagement impact on a child's literacy outcomes?'

(screen shots below). Main findings from Parental feedback data highlights an uptake in the number of parents reading to their child in the early years, following Bookbug sessions for parents. The participating group of parents/carers who took part in the questionnaires understood and highlighted the importance of reading with their child.

The participants highlighted how parental opportunities at nursery encouraged and promoted attachment and bonding time between them and their child.

Parents/carers want increased sessions for literacy groups e.g Bookbug and PEEP.



Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session? Yes

This priority needs to be continued into next session to have impact on the children and the professional learning to have an impact on staff development and pedagogy

Full implementation of Local Authority Planning Progression Pathways for Workshop for Literacy along with other Fife Council Planning Progression Pathways in all curricular areas.

Implementation of STEM Pupil Leadership programme alongside new STEM Planning Progression Pathways.

Implementation of New Catholic Education RE Planning Progression Pathways from St Andrew's and Edinburgh Archdiocese.

Development of collegiate working party to create Literacy policy.

Development of spelling programme and grammar programme across all classes to ensure consistency.

Collegiate Cluster high quality assessment for listening and talking with cluster stage partners.

Collegiate forward planning sessions (termly and weekly) through WTA for all teaching staff and EYO staff to plan together for implementation of Workshop for Literacy approaches in all classes.

Following feedback from staff, all teaching staff would like to have informal opportunities for peer observations in writing from class teachers. Literacy collegiate development group to take this forward.

Continued intervention with identified Primary 5 children, linked to PEF plan 2023-2024.

This priority needs to be continued into next session so will be priority 2 in SIP 2023- 2024.

Improvement Priority Session 2022 – 2023

Priority 3 (*aim/outcome – who will change?, what will change? and how will it change?*)

Re-engage families in learning to increase the positive impact of working with families to improve learning and achievement. Re-establish community partnerships to support families to secure better outcomes to improve literacy and numeracy.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

School and ELC Leadership
Parent and Carer Involvement and Engagement
School and ELC improvement
Performance information

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

1.2 Leadership of Learning
2.2 Curriculum
2.5 Family Learning
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion

Developing in Faith

Developing as a Community of Faith
Celebrating and Worshipping

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

x

Continued into next
session

x

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

All stakeholders including staff, pupils, parents and outside agencies aware of this as a school priority. Although there has been an increase in attendance at in-school events, when visiting the school, parents are generally only happy to watch their children present or showcase work, but there is little meaningful interaction. Homework completion statistics are low, with approximately a third of pupils completing homework in each class on a weekly basis. There were no attendees for a 'cuppa chat' to highlight internet safety.

Progress to date includes:

- Newly established Parent Council
- One P1 parent supports learning in class
- One mother and grandparent support community links with identified ASN children
- A few parents offer support to attend excursions or outdoor learning opportunities
- Established a timeline action plan for shorter term operational and longer-term strategic goals
- Consultation phase with all stakeholders underway to ascertain:
 - 1. What stakeholder understanding of parental engagement is at St Ninian's**
 - 2. What the barriers are to parental engagement at St Ninian's**
 - 3. What ideally parental engagement should look like at St Ninian's in the future.**

Consultation up until this point has included:

- Parent survey / form on parents' evenings:
- Pupil questionnaires / informal interviews and use of templates to ascertain learning completed out of school with parents
- Staff consultation based on three areas above
- Parent Council consultation based on three areas above: Parent Council offered similar results to the staff, and included effects of current cost-of-living crisis as well
- Informal parent focus groups with PT and one class teacher using data to target parents and families not seen at events or who struggle to engage with school on any count. Results are ongoing although parental mental health and anxiety seems to feature highly on why parents struggle to come into the school or engage.

P5/6 pupils have been learning about family engagement and are involved in leading the development and understanding of other pupils in the school. P5/6 children have attended Parent Council meeting to present learning and engage in discussion. They will be able to help with this further, to support parents in their understanding of engagement, and of the role that they play in their children's education.

Feedback from Parent Council indicated a desire for parents to meet new teachers prior to Summer holidays so 2 Meet the Teacher events are in progress. Meet the Teacher with parents afternoon is coinciding with Parent Council and Pupil Council organising a BBQ lunch prior to Meet the Teacher.

A few parents participated in DYW week visiting classes across the school.

A few parents are now attending 4 weekly Children's Sunday mass with their children at St Ninian's RC Church.

Church representative attends Parent Council meetings and children have the opportunity to attend a weekly prayer group during lunchtime organised by the Church Representative.

Nursery parental sessions for Zoo Lab was attended by all nursery parents.

Nursery to Primary 1 transition lunch session had a 92% attendance from parents and carers.

Bookbug and PEEP sessions have been re-established in nursery.

EYLO has conducted a literacy research project with nursery parents.

Nursery parents have joined Parent Council.

Impact:

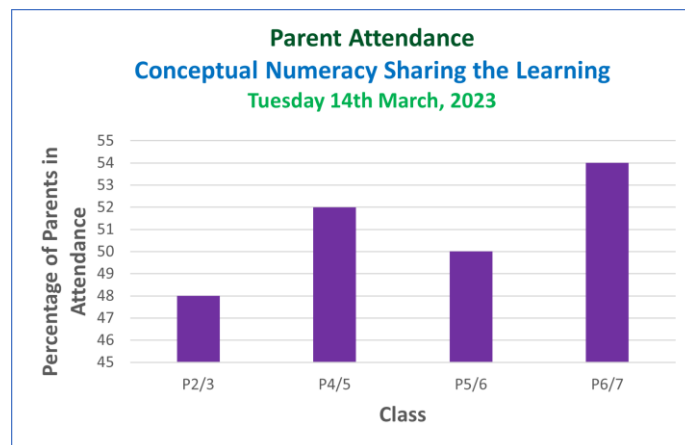
What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

What evidence do you have? Quantitative or qualitative data to support this impact

Impact statements should be written evaluatively eg almost all, most, majority etc

Parental support from key parents: Impact

- parental involvement with key P1 child has meant increased positive behaviour; child feels supported, as do staff
- key children having adults accompanying them means they can access the community activities, socialise with adults and peers, and are exposed to a rich learning environment.
- Parents attending and supporting outdoor / community learning events has meant that children have a richer experience and can access the wider environment.
- Parents are beginning to come into school for sharing learning opportunities, with approximately 50% at recent conceptual numeracy opportunity, although not all are interacting/ engaging with child's learning:



“I have witnessed parents being present at ‘event’ but not showing any real interest” Class Teacher

Parental surveys, meeting and establishment of new Parent Council and informal consultation with parents indicates that parents want to engage with school and learning. However, the impact of stakeholder consultation has indicated:

- Only 33% of parents completed the survey, despite being given an iPad and support from HT/PT/ Parents/P7 children. This shows that 66% did not engage, despite saying they did.

- Most parents are happy to be involved in the observation or showcasing of their children's learning however there is a lack of interaction or engagement.
- Stakeholder understanding of parental or family engagement with learning is inconsistent – coming into school for parent interviews or to watch a child perform is very different from engaging with their learning both at school and at home
- A significant number of parents may be suffering from mental health or anxiety which is preventing them from engaging with the school or their children's learning (of identified parents, these are often those linked to children who struggle with learning or social interactions) Of those parents who completed the survey, 10% felt they could not engage due to mental health/ anxiety; more than half of parents would like to see more social events, coffee mornings; parents would like language of reports, policy etc to be more parent friendly.

“Some parents worried, as their family may ‘look different’ to the norm” Parent

“Potential barriers are social anxiety, being uncomfortable in a formal school environment

Some parents unsure how to interact with their child in the school environment. More structured visits may support this” Class Teacher

- Parents would like more social opportunities to meet staff and other parents
- Parents may not understand the obligation they have to engage with their children's learning; as part of their duty of care they must take some responsibility and understand why (sharing of research, policy)
- Parents would like clearer, more 'parent friendly' communication through school reports, policy and understanding of levels.
- Parents would like more timely warning of events to prepare for time off work etc.

Pupil Consultation: highlighted that pupils do mostly think parental engagement in their learning at home is important. However, many indicated they do not get support at home, and of those that did, completion of homework was the main activity. Pupil worksheets / interviews that were completed / articulated well, tended to be the ones where pupils were supported at home – the impact of support was evident.

Church Representative is supporting children to develop their faith during weekly prayer group. Regular 4 weekly Sunday mass is also encouraging children and parents to attend mass, develop their faith and become involved in St Ninian's RC Church community.

Nursery Parental feedback data highlights an uptake in the number of parents reading to their child in the early years, following Bookbug sessions for parents

This work is part of staff professional learning 'Into Headship' and is based on literature and theory.

Next Steps:

Identify a few next steps linked directly to progress and impact for this priority

If there are numerous next steps does this need to be a continued priority for following session?

Apart from in the nursery, most stakeholders feel that ideally there should be more partnership working between school and home. All feel that parents should feel welcome to come into school to plan and discuss their children's learning and recognise that there needs to be clear signposts for support and guidance for parents, through clear communication and opportunities for development. There needs to be more engagement rather than involvement between parents and their children both within and out with school, however this will take time. We should look to the nursery as a starting point.

Priorities for next session 2023/24 include:

1. Increase opportunities for parents to come into school **regularly** to communicate with staff, meet other parents through implementation and use of a yearly timetable
2. Through professional learning and development opportunities, develop a shared understanding of what parental engagement with pupil learning is, how it differs from mere involvement, and the impact that this engagement can have on pupil outcomes
3. Identify the key barriers to parental engagement at St Ninian's and provide support for key, targeted families to improve engagement within school and learning at home.

4. Create a parental involvement / engagement vision and policy for St Ninian's.

Attainment of Children and Young People (Primary and Secondary)

*Attainment evidence/Achievement within a level information from ELC/school from this session
Successes and gaps identified throughout session (this should link to improvement plan for session 2023- 2024)*

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	80%	73%	80%	93%
P4	81%	88%	88%	81%
P7	69%	69%	69%	44%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	80%	93%
P4	86%	81%
P7	69%	44%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
75.5%	78%	79.5%	74%

Evaluative statement of attainment over time.

Overall attainment in literacy and numeracy is good. Most children achieve CfE level as expected at early and first level and a majority of children achieve at second level for literacy. Less than half achieve at second level numeracy. Children have made very good progress in relation to the stretch targets identified for our school in literacy.

By the end of P1, most children achieve early level in reading, talking and listening . A majority of children achieve writing and almost all children achieve in numeracy.

By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, a majority achieve second level in reading, writing and talking and listening and less than half achieve in numeracy.

The Primary 7 cohort consists of 16 children, 2 children are transitioning to DAS at St Andrew's High and 3 children have attendance issues. These 5 children account for 31% of the class. The 11 out of 16 account for 69% of children achieving at second level. Prior to Covid, at the end of P4 this cohort had an increase in attainment since Primary 1 as follows: Listening and Talking: 30%, Reading: 41%, Writing: 35%, Number: 15%.

By the end of P7 this cohort had an increase in attainment since Primary 1 as follows: Listening and Talking: 11%, Reading 22%, Writing: 10%, Number – 5%

2020 -2021				
	L & T	Reading	Writing	Numeracy
Primary 1	76%	76%	76%	81%
Primary 4	78%	83%	89%	67%
Primary 7	86%	73%	55%	64%
P1, 4 & 7	80%	77%	72%	70%

2021 -2022				
	L & T	Reading	Writing	Numeracy
Primary 1	85%	85%	85%	85%
Primary 4	92%	79%	62%	79%
Primary 7	95%	95%	84%	84%
P1, 4 & 7	87%	84%	75%	81%

2022 -2023				
	L & T	Reading	Writing	Numeracy
Primary 1	80%	80%	80%	93%
Primary 4	82%	76%	76%	76%
Primary 7	69%	69%	63%	56%
P1, 4 & 7	77%	75%	73%	74%

What is the data stating? Prior to 2020 Covid 19 and Lockdown

- Attainment over time is positive and percentages of learners achieving are increasing over time from 2016 – January 2020.
- There has been two extended periods of school closure and home learning due to Covid since March 2020 and declarations for the last two years have been lower in the percentage of learners attaining CfE appropriate levels than pre Covid.
- There has been an increase in attainment in all 4 curricular areas during recovery period last session.
- Attainment has dropped in all 4 curricular areas this session, due to robust and accurate professional judgements and use of assessment data. The Primary 7 cohort consists of 16 children, 2 children are transitioning to DAS at St Andrew's High and 3 non attenders. These 5 children account for 31% of the class. The 11 out of 16 account for 69% of children achieving at second level.

P1 cohort in 2019-2020 are P4 in 2022-23 and P4 cohort in 2019 – 2020 are P7 in 2022-2023. This means that this is more or less the same group of children, allowing us to make comparison about our attainment over time.

2019 – 2020 Jan 20 (Covid)				
	L & T	Reading	Writing	Numeracy
Primary 1	81	81	81	75

2022 – 2023				
	L & T	Reading	Writing	Numeracy
Primary 4	82	76	76	76

Attainment over time from P1- P4 for this cohort shows there has been an increase in listening and talking and numeracy attainment but a decline in reading and writing attainment from P1 – P4. This cohort of children were in P1 when the first school closures occurred due to Covid.

2016 – 2017				
	L & T	Reading	Writing	Numeracy
Primary 1	57.9	47.4	52.6	61.4

2019 – 2020 (Covid)				
	L & T	Reading	Writing	Numeracy
Primary 4	88	88	88	76

2022 – 2023				
	L & T	Reading	Writing	Numeracy
Primary 7	69	69	63	56

P1 cohort in 2016-2017 were P4 cohort in 2019 and are P7 in 2022-23. This means that this is more or less the same group of children, allowing us to make comparison about our attainment over time.

There has been an 11% increase in listening and talking, 21.6 % increase in reading, 10.4% increase in writing and 5.4% decrease in numeracy for this cohort from P1 to P7. Although attainment in literacy and numeracy has increased over time and value added is clear, the impact of Covid is shown in the attainment from P4 to P7. Up until P4 there had been a 30% increase in listening and talking, 40.6 % increase in reading, 35.4 % increase in writing and 14.6 % increase in numeracy.

There has been an improvement in all curricular areas from P1 to P7 for this cohort of children.

Evidence of significant wider achievements

Eco Green Flag Award

The pupils have achieved a good understanding of our chosen Sustainable Development Goal, Climate Action, as well as having learned about Litter prevention, reducing environmental pollution, Waste Minimisation, Waste Management, and Life on Land through engaging, dynamic, and interactive activities throughout the journey. Linking our work to overarching Sustainable Development Goal, Climate Action has helped develop the children's understanding that by contributing their views, time, and talents, they can play a part in bringing about positive change to the solutions of climate change.

Our Eco-Pledge has displayed a clear message of the school's mission in how the pupils can contribute to the solutions of Climate Change. The Eco-Pledge shows great input of the pupils. Our noticeboard shares our eco vision, values, targets, and achievements this has helped to keep the whole school community up to date about our Eco-Schools work.

Pupil Voice/ Learner Participation Groups – Nursery, P1/2 and P2/3 have driven forward Eco work across the school to achieve an Eco Green Flag. Links with Science CfE SCN 0-05a, SCN 1-05a, SCN 1-04a, SCN2-04a, SCN2-17a, SCN 2-20a, SCN 2-20b. This links with skills through learning for sustainability and outdoor learning

Pupil Voice/Learner Participation Groups – P5/6 have driven forward Rights Respecting School work across the school. The school has a Recognition of Commitment and a Bronze level. The work undertaken this session will lead to a submission for Silver Rights Respecting next session. Links with DYW skill of resilience. It links with developing skills to challenge inequity, poverty, prejudice and discrimination. The pupils have achieved a good understanding of our chosen Sustainable Development Goal, Climate Action, as well as having learned about Litter prevention, reducing environmental discrimination.

STEM



All children across the school experienced involvement in STEM learning through NCCT teaching. Two groups of second level successful learners represented the school at Dundee Science Centre to showcase their learning in Science, Carbon Capture Project. Links with Science CfE SCN 2-04a, SCN 2-04b, TCH2-02b. Links with DYW skills of Leadership and Resilience.

Author Feedback



P2/3, P3/4 and P6/7 were involved in author feedback using two stars and a wish. These classes gave written feedback to the author prior to publication of a children's book. Links to Literacy CfE, LIT 1-02a, LIT 2-02a, LIT 1-11a/LIT2-11a. Links with DYW skill of communication

Cluster Praxis Wider Achievements Programme is embedded across the school, linked to faith development. Three levels of award from P1-7 Bronze, Silver and Gold.

Feedback from External Scrutiny *(complete/delete as appropriate)*

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

Strengths identified:

An empowered staff, leadership at all levels.

Professional learning text for all staff.

All children who require additional support have high quality individualised and meaningful progression pathways.

Relevant support staff are involved in planning and reviewing support for individuals.

Child's Plans, Pro Risk Management Plans, AMG applications and Agreed Reduced Attendance are appropriate and positive.

In most classes, tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners.

In most classes children are engaged and motivated in their learning.

In most classes there is a calm area and emotional check in system.

Nursery environment learning walls are high quality with a thread of the children's learning and examples of children's work. Staff got down to child level to talk and had good use of questioning skills to further develop children's learning.

Children's rights were acknowledged and displays evidenced articles. All classes have a class charter.

Staff have created an environment where children feel listened to and pupil voice is strong.

Staff collaborate well to promote an inclusive, warm and welcoming environment for children and visitors to St Ninian's school.

The majority of staff use scripts to promote positive behaviour and this was supporting the inclusive environment for all

Our sensory area provides targeted support to our most vulnerable children.

Almost all children demonstrate positive behaviour and relationships.

First level focus group correlates with attainment data.

Parental focus group confirmed appropriate support/inclusion for their child/children.

Areas for Improvement/Planned Next Steps

In a minority of classes, tasks, activities and resources are not effectively differentiated and do not provide appropriate pace or challenge for learners.

In a minority of classes, classroom management needs further development.

In a minority of classes, learning environments need to be reaudited using The Circle Toolkit and Learning Environment Audit.

Agreed Reduced Attendance document to be used for any future documentation, if required.

P7 maths- focus group found Second level assessment questions difficult. This confirmed staff professional judgements for children not achieving Second level. This is an ongoing part of SIP/PEF plan for targeted raising attainment.

PEF Evaluation/Impact *(primary, special and secondary sector only)*

SIM D	Number of Children	Reading		Writing		L+T		Maths	
		On Track	Off Track	On Track	Off Track	On Track	Off Track	On Track	Off Track
1	0	On Track	Off Track	On Track	Off Track	On Track	Off Track	On Track	Off Track
2	5	4/5 80%	1/5 20%	4/5 80%	1/5 20%	4/5 80%	1/5 20%	4/5 80%	1/5 20%
3	107	81/107 76%	26/107 24%	80/107 75%	27/107 25%	86/107 80%	21/107 20%	81/107 76%	26/107 24%
4	17	15/17 88%	2/17 12%	13/17 76%	4/17 24%	14/17 82%	3/17 18%	15/17 88%	2/17 12%
5	0								
6	0								
7	22	16/22 73%	6/22 27%	15/22 68%	7/22 32%	17/22 77%	5/22 23%	18/22 82%	4/22 18%
8	0								
9	0								
10	0								
	151								

Targeted Interventions *(all planned targeted interventions should be reported on)*

Intervention 1

Raise attainment in Writing P7, P4 and P5

To raise attainment in P7 writing from 53% to 63% by June 2023.

To raise attainment in P4 writing from 62% to 72% by June 2023

To raise attainment in P5 writing from 62% to 70% by June 2023.

Intervention 2

Support children with ASD to enhance high quality teaching and learning opportunities for all pupils.

Over the past 2 years, the number of pupils in the Early Years with ASD who are non verbal or have identified Speech and Language difficulties has increased. We have identified a group of 10 pupils across the school who if achieving in talking and listening by August 2023 will raise our attainment from 82% in P2/3 to 85%, 78% in P3/4 to 83%.

Intervention 3

We have identified 6 children across P4/5 who are currently 12 months behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.

Progress:

What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc

Intervention 1

Children write daily writing and there is 2 x 15 mins writing a week and 1 x Big Writing a week. Children's writing is displayed in the main corridor and children share their writing at assembly. All staff had professional learning in writing. Feedback on writing has been sought from all stakeholders.

Intervention 2

PSA x 2 have supported children with ASD to enhance high quality teaching and learning opportunities for all pupils.

A baseline assessment was carried out for each child which involved a Speech Sound in Typical Development test of all common vowels for 3 years, 5 years, 6 years, 7 years which 90% of children should obtain.

The baseline identified the sounds that needed worked on using resources from the Speech and Language Team and the upskilling of 1 PSA by the Development Language Delay Team. The PSA worked with each child 3 times a week with specific sounds activities such as lotto games, matching games, work sheets, say these words, red, yellow, blue sounds focusing on different parts of the mouth used to make the sounds, say the sound -make the sound into a word - put the word into a sentence and various others.

2 children had intensive SALT support in school and parents were involved in attending these sessions. All staff have had professional learning from ASIST Team and audited the learning environments in the school using The Circle Toolkit. ASIST team are working with staff and children to implement appropriate strategies.

Sensory Room has been established and timetable in place for specific children.

Identified children are involved in Community Links weekly programme.

PECS communication in place for identified children.

Intervention 3

Daily mental maths is in place across the whole school.

All second level children use Numeracy Ninjas daily.

Daily mental maths challenges happen during lunch time, organised by P5/6 children.

Power of 2 implemented and used daily by identified children with PSA.

Impact:

What impact has the progress/work undertaken had on improving the outcomes of your children and young people?

What evidence do you have? Quantitative or qualitative to support this impact

Impact statements should be written evaluatively eg almost all, most, majority etc

Intervention 1

All staff have undertaken professional learning to increase their knowledge and understanding in the teaching of writing.

Children's writing attainment has increased from 53% to 63% in P7.

Children's writing attainment has decreased from 62% to 56% in P5.

Children's writing attainment has increased from 62 % to 88% in P4.

Intervention 2

Speech and Language post assessment data show that there had been a definite improvement in all of the children's common vowel sounds in the various age groups. This has had a positive impact of the

children being able to pronounce the sounds correctly and read the sounds. Most children in Primary 1 know all initial sounds. 40% of these children have made progress in their communication using alternative means to communicate rather than verbal communication. 30% of children have increased attainment in talking and listening and are achieving appropriate CfE levels.

Intervention 3

Children's maths attainment has increased from 69% to 88 % in P4. Throughout the session pupil focus groups spoke more confidently and most children feel confident about mental maths and the application of skills in word problems. All second level staff are confidently implementing Numeracy Ninjas.

School/Setting Name: St Ninian's RCPS

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children's progress	Good	Good	Good	

Care Inspectorate (within last 3 years)

Grade (if applicable)

	2020 -2021	2021- 2022	2022-2023
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Quality of care and support	Very good		
Quality of environment			
Quality of staffing			
Quality of leadership and management	Good		

Headteacher Shona Gorman

Appendix B - Session 2022 -2023 Improvement Plan

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school-leaver destinations for all young people.</p>				
<p>Focused Priority: <i>(aim/outcome – who will change?, what will change? and how will it change?)</i> Improve the skills of all children to use Conceptual Numeracy strategies to raise attainment in mathematics with a particular focus on P4, 5 and 7 cohort of children using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input. Professional engagement and collegiate working to improve outcomes for identified pupils by June 2024</p>				
<p>HGIOS4 Quality Indicators 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability</p>		<p>1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability</p>		
<p>Linked to all relevant QIs as well as key QIs</p>		<p>Linked to all relevant QIs as well as key QIs</p>		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>What are we trying to improve?</p> <p>Is this focused on children and young people and making a difference to their outcomes?</p> <p>Is it for all learners or a group of learners?</p> <p>All staff will have a shared understanding of expectations for learning and teaching in maths so all children experience a consistent approach to maths learning.</p> <p>All staff confident to deliver Conceptual Numeracy across the school N- P7 through collegiate professional learning and provide a higher quality of teaching and learning experiences therefore impacting upon attainment data.</p> <p>This will improve outcomes for all children across the school as there will be consistency in teaching and learning. Children will have a variety of different strategies to use to understand mathematical concepts and be able to explain strategies.</p>	<p>Will these actions improve outcomes for all or some of the school's/setting's children and young people?</p> <p>Suggested actions</p> <ul style="list-style-type: none"> - Professional learning - Professional dialogue - Development of a document/policy - Looking outwards/working collaboratively with others <p>Engage in a programme of CPD to upskill staff on use of effective pedagogy in the teaching and learning of numeracy</p> <p>Staff training and CPD on new resources and Conceptual Numeracy strategies.</p> <p>Weekly PSA professional learning with Support for Learning Teacher.</p> <p>Collegiate development sessions.</p> <p>Raising attainment strategy group identified from tracking meetings</p> <p>Provide opportunities for monthly professional reading group, reflecting on research and</p>	<p>Is responsibility shared and devolved?</p> <p>Does this allow for and demonstrate leadership at all levels?</p> <p>Early Years Team All Staff</p> <p>Shona Gorman HT Erika Anderson PT Kate Stenhouse NT All Staff</p> <p>Shona Gorman HT Erika Anderson PT Patrick McAllister CT</p> <p>Fiona Walls SfL P1-7 Class Teachers</p>	<p>How will evidence be gathered – data, views, direct observations?</p> <ul style="list-style-type: none"> - Is this planned for throughout the session? - LP/ELP can be used as a measure of success - What data will you be using as evidence? <p>Are you using QI methodology to evidence improvement?</p> <p>Baseline data example from pedagogy team and end data collection.</p> <p>Forms to gather pupil and parental feedback.</p> <p>Pupil Focus Groups - pre and post</p> <p>Staff meetings to gather staff feedback.</p> <p>Peer and SLT observation visits.</p> <p>Feedback from quality improvement and learning partnership visits</p> <p>Jotter monitoring</p>	<p>Are these linked to Working Time Agreement?</p> <p>Are timescales realistic?</p> <p>September 23 – June 24 linked to WTA collegiate curriculum development calendar.</p> <p>Professional reading text from September to May, 1 x monthly collegiate reading group.</p> <p>October 23 – Quality improvement visit</p> <p>January 24 – Learning Partnership visit</p> <p>November 23 and March 24 – Parental feedback during Parents' Evening.</p>
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<p>Children have a variety of different strategies to learn in maths.</p> <p>Increase in maths attainment at P4 from 60% to 70% by February 2024.</p> <p>Increase in maths attainment at P7 from 65% to 75% by February 2024.</p> <p>As a result of an increased focus on numeracy across learning children in all classes will have the opportunity to apply their learning in a variety of challenging contexts, planned together as a whole school using high quality maths assessments.</p> <p>Pupil involvement in school fayres/Healthy Tuck Shop/Business (Financial Ed) Enterprise</p> <p>Creation of a bank of high quality assessments to be used to ensure consistency of declaration of a level to support appropriate pace and challenge for learners</p>	<p>professional dialogue whilst engaging in the Robert Wright texts.</p> <p>Mental maths being taught daily.</p> <p>WTA Calendar linked to professional reading group.</p> <p>Learning environments / learning walls.</p> <p>Link with St Andrew's High for second level maths transition into S1</p> <p>Increased focus on Numeracy across learning – Making links to workplace – DYW.</p> <p>Each teacher to create and use 1 High Quality Assessment each term</p> <ul style="list-style-type: none"> • Aug – Dec focus on numeracy (1xHQ assessment) • Stage partners meeting online 27.9 to discuss how planning and implementing is going • Stage partner meeting online 15.11 to discuss planning and implementing 	<p>Stephanie Elder CT Rosalyn Devlin CT</p> <p>Laura GrahamCT</p> <p>All staff/peer visits</p> <p>Nicki Ward- DHT High School</p> <p>Darren McTurk CT</p> <p>Shona Gorman HT Erika Anderson PT Fiona Walls SfL P1-7 Class Teachers</p> <p>Class teachers to plan and implement</p> <p>Support for Learning teachers to plan and implement</p>	<p>Parental feedback on jotters (ROLA)</p> <p>NSA/CEM assessment data</p> <p>Moderation across staff team and link with Cluster stage partners for moderation for high quality maths assessment x 2 cluster sessions and x 3 school sessions.</p> <p>Peer feedback on Learning Environments.</p> <p>More accurate attainment information – increased staff confidence (feedback from staff re confidence levels)</p> <p>Attainment data</p>	<p>September 23 January 24 and April 24 – Planning and Tracking meetings to monitor attainment.</p> <p>December 23 and March 24 – ROLA targets monitoring</p> <p>April 2023 – DYW week</p> <p>1 x HQ assessment per class Aug – Dec planning</p> <p>1 x HQ assessment per class Jan – Apr planning</p> <p>1 x HQ assessment per class Apr – June planning</p>
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	<p>successes and challenges</p> <ul style="list-style-type: none"> • Jan – Apr focus on numeracy (1xHQ assessment) • Stage partner meeting online 9.5 to discuss planning and implementing successes and challenges <p>Cluster TEAMS group with HQ assessments from each school to be uploaded and shared.</p> <p>Standardised calendars created and used in each school</p>	<p>HT to collate and share</p> <p>HT to share and agree format School staff to adapt for own context</p> <p>Shona Gorman HT Annemarie Campbell CT</p> <p>Shona Gorman HT</p>		<p>Cluster collegiate stage partners</p> <p>27th September 2023 15th November 2023 9th May2024</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>				
<p>Focused Priority: Develop learner participation across families and the wider community through stronger partnerships, better relationships, leading to increased attainment</p>				
<p>HGIOS4 Quality Indicators/ Developing in Faith</p>		<p>HGIOELC Quality Indicators</p>		
<p>1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p> <p><u>Developing in Faith</u></p> <p>Developing as a Community of Faith Celebrating and Worshipping</p>		<p>1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>		
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Timescales</p>

<p>What are we trying to improve?</p> <p>Is this focused on children and young people and making a difference to their outcomes?</p> <p>Is it for all learners or a group of learners?</p> <p>Parents feel supported to be fully involved in the life and work of their child, leading to raised attainment.</p> <p>Parents feel supported in knowing the network of support available in the community for parents to better support children in their learning, leading to raised attainment.</p> <p>Develop a shared understanding of what parental engagement with children is and how it differs from parental involvement.</p>	<p>Will these actions improve outcomes for all or some of the school's/setting's children and young people?</p> <p>Suggested actions</p> <ul style="list-style-type: none"> Professional learning Professional dialogue Development of a document/policy Looking outwards/working collaboratively with others <p>Ongoing throughout school year: Use of data to inform next steps: identify and target consult with key parents to support them:</p> <ul style="list-style-type: none"> Ensure school environment is welcoming and parent friendly – parent noticeboard with details of school improvement priorities, parent council etc Signpost parents to support services such as for mental health, anxiety, financial/ budgeting support, clothing support, foodbank. Use of Fife resources. Opportunities planned for social events, coming into school more regularly e.g. coffee mornings, termly social, sharing the learnings, open afternoons, 	<p>Is responsibility shared and devolved?</p> <p>Does this allow for and demonstrate leadership at all levels?</p> <p>Shona Gorman – HT</p> <p>Erika Anderson – PT</p> <p>Nursery Team</p> <p>Kate Stenhouse – NT</p> <p>Collegiate Development Group</p> <p>All teaching staff</p> <p>Parent Council</p> <p>Outside agencies: Foodbank, Fife Welfare Reform Coordinator, Fair Share, Tesco Vouchers Scheme, Playschemes...</p>	<p>How will evidence be gathered – data, views, direct observations?</p> <ul style="list-style-type: none"> Is this planned for throughout the session? LP/ELP can be used as a measure of success What data will you be using as evidence? <p>Are you using QI methodology to evidence improvement?</p> <p>Parent Questionnaire- Pre and Post</p> <p>Parent Focus Group – LP</p> <p>Parental attendance at school meetings</p> <p>Attainment of children</p> <p>Pupil Voice – Pupil Focus Group</p> <p>Number of referrals to partners</p>	<p>Are these linked to Working Time Agreement?</p> <p>Are timescales realistic?</p> <p>October 23 – Quality improvement visit</p> <p>January 24 – Learning Partnership visit</p> <p>November 23 and March 24 – Parental feedback during Parents' Evening.</p> <p>December 23 and March 24 – ROLA targets monitoring</p> <p>Compliments/Complaints record</p> <p>Parent Focus Group and Parent Council feedback x 4 throughout session</p> <p>Pupil Focus Group x 4 throughout session</p>
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<p>Increase children’s and parents understanding of their progress in their learning leading to raised attainment.</p>	<p>meet the teacher, voluntary classroom support</p> <ul style="list-style-type: none"> • Creation and sharing of implementation calendar with key events <p>Aug to December 2023: Whole stakeholder development, beginning with staff by October 2023:</p> <ul style="list-style-type: none"> • Engagement with literature surrounding parental engagement – Janet Goodall, Fife Parental Engagement and Involvement Strategy, National guidance, Connect Parent Forum, Hattie • Identify and agree the differences between involvement and engagement and why these matter to pupil outcomes • Liaise with nursery to gauge what works well at early stages • Staff visiting other schools, establishments to see what works well • Staff / working group begin to support pupil understanding of parental engagement. • Pupils and staff begin to present and cascade understanding of parental engagement and its importance to parents, ideally by Dec 2023 <p>By March 2024:</p>	<p>Shona Gorman – HT</p> <p>Erika Anderson – PT</p> <p>Fiona Walls – SfL</p> <p>Development Group</p> <p>Pupils, then parents</p> <p>Erika Anderson – PT</p>		<p>Staff Development Group feedback</p>
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	<p>Once understanding of parental involvement / engagement established at all levels:</p> <ul style="list-style-type: none"> • All stakeholder consultation and involvement led by parental engagement group to establish a vision and policy for parental/ family engagement in St Ninian's • Look at examples from other schools, Parental Involvement / Engagement Strategy for guidance. <p>Longer term outcomes: Once parents are more comfortable coming into school, begin to encourage more interaction with children in school environment:</p> <ul style="list-style-type: none"> • Pupils leading and encouraging parents to interact • Parents asked and encouraged to support by sharing work skills in DYW week • Staff collaboration and working group to consider innovative and creative ways of engaging all parents, yet identifying parents for targeted, intensive support. • Look at the communication between home and school – language, methods used. Consult with parents and provide parent friendly 	<p>Development Group</p> <p>Parent council, parents</p> <p>Pupils</p> <p>Shona Gorman – HT</p> <p>Erika Anderson – PT</p> <p>Nursery Team</p> <p>Kate Stenhouse – NT</p> <p>Collegiate Development Group</p> <p>All teaching staff</p> <p>Parent Council</p>		
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	<p>information about levels, benchmarks etc.</p> <ul style="list-style-type: none">• Possible parent council involvement with planning, priorities			
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>				
<p>Focused Priority: <i>(aim/outcome – who will change?, what will change? and how will it change?)</i> Improve the skills of all children through engagement of Workshop for Literacy strategies to raise attainment in literacy with a particular focus on ELC P1,3 and 6 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar.</p>				
<p>HGIOS4 Quality Indicators/Developing in Faith</p>		<p>HGIOELC Quality Indicators</p>		
<p>QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.2 Raising Attainment and Achievement</p> <p><u>Developing in Faith</u> Promoting Gospel Values Honouring Jesus Christ as the Way, the Truth and the Life</p>		<p>QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.2 Raising Attainment and Achievement</p>		
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Timescales</p>

<p>What are we trying to improve?</p> <p>Is this focused on children and young people and making a difference to their outcomes?</p> <p>Is it for all learners or a group of learners?</p>	<p>Will these actions improve outcomes for all or some of the school's/setting's children and young people?</p> <p>Suggested actions</p> <ul style="list-style-type: none"> - Professional learning - Professional dialogue - Development of a document/policy - Looking outwards/working collaboratively with others 	<p>Is responsibility shared and devolved?</p> <p>Does this allow for and demonstrate leadership at all levels?</p>	<p>How will evidence be gathered – data, views, direct observations?</p> <ul style="list-style-type: none"> - Is this planned for throughout the session? - LP/ELP can be used as a measure of success - What data will you be using as evidence? <p>Are you using QI methodology to evidence improvement?</p>	<p>Are these linked to Working Time Agreement?</p> <p>Are timescales realistic?</p>
<p>Writing attainment will increase from 55% to 65% in P3 from 56% to 66% in P6</p> <p>Knowledge and application of spelling strategies and appropriate use of IT will increase writing attainment in P3 and P6.</p> <p>Through staff professional learning, focused staff discussion and moderation of grammar and spelling across all classes. Staff will use a consistent approach</p>	<p>Children with a spelling age gap of more than 6 months chronological age will work in targeted spelling groups to work on spelling/writing strategies.</p> <p>Focussed staff look at spelling, particularly common words and a consistent approach.</p> <p>ICT to support and enhance children's outcomes in writing and spelling through weekly NCCT.</p> <p>Fortnightly Nursery Development and Collegiate Development meetings to look outwards at literacy within other schools</p>	<p>Kevin Maitland – Locality PT Erika Anderson PT Fiona Walls - SfL Ros Devlin CT group leading on literacy development work.</p> <p>Annemarie Campbell – Chartered Teacher Laura Graham CT</p>	<p>Model for Improvement Questionnaire/Forms for children, staff and parental feedback.</p> <p>Pupil Focus groups Jotter/One Note/Teams monitoring LP and peer/class observation visits Cuppa Chat feedback School data Planning and tracking meetings</p>	<p>August 2023 – June 2024</p> <p>August – December 2023 Mfl staff training x 1 class teacher, x 1 EYO, x 1PSA</p> <p>Mfl – daily data on run charts</p> <p>Pupil Focus Group/Jotters and evidence monitoring – 1 per term</p> <p>Parental Cuppa Chat – 1 per term</p> <p>Planning and Tracking – 1 per term</p>

<p>across the school so children across the school will receive a consistent approach to the delivery of grammar and spelling lessons, leading to improved attainment.</p> <p>RERC All St Andrew's Cluster schools to implement the new RERC pathway. All pupils experience an improved and more consistent delivery of the RERC across the cluster</p>	<p>RERC Implement the new RERC pathway. Schools to ask for volunteers to join the Working Party for planning group. Focus will initially be on P4/P7 however, as a cluster we feel there is a need for a focus P1-7.</p> <p>Professional Reading using Good Shepherd Leadership Pathway Texts Head Teacher Towards Headship Teacher Induction and Early Career Phase Relational Leadership Standard for Career Long Professional Learning Teacher Relational Leadership Reflective Journals</p>	<p>RERC School RE coordinator to lead. Volunteers to planning group to advise. Pupil planning group to provide feedback</p>	<p>RERC The majority of our Primary 4 & 7 pupils will report their RERC experience as good or better</p>	<p>Fortnightly Development meetings.</p> <p>RERC Full implementation by June 2024.</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>Attainment Fund Rationale Raising attainment in writing through a focus on grammar and spelling.</p>	<p>Amount of Fund Raising Attainment teacher 0.47 1 x PSA</p> <p>CEM assessments for identified children and include all eligible children for payment e.g 5 children £70</p> <p>Purchase of spelling resources and Toe by Toe</p> <p style="text-align: center;">£</p>		
<p>What is the rationale behind your identified actions? What are your gaps? Over the past 3 years, our attainment in writing has reduced from an average of 84% to 73%. We have identified a group of 5 children who are disadvantaged by low levels of parental engagement due to poverty who are more than 6 months behind their chronological age in spelling. The children require targeted intervention in order to achieve expected CfE attainment levels. Primary 1 – 3 children, Primary 5 – 1 child and Primary 6 – 1 child</p>			
<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Impact on learners Ongoing evaluation Dec/June</p>

Intervention What are we trying to improve?	Max 200 words. How does this intervention tie in with your rationale?	How will evidence be gathered – data, views, direct observations?	What has been the impact?
<p>Your aims should be specific and targeted i.e. increase x to y by Z.</p> <p><u>Intervention 1</u> By June 2024, all identified children in P1 will be able to read and spell 18/24 initial sounds.</p>	<ol style="list-style-type: none"> 1. Identification of children with more than 6 months difference in spelling age and chronological age using Elips data for Primary 1 literacy 2. Completion and analysis of Base assessment in Primary 1 3. All identified children in Primary 1 will engage in an enhanced phonics session with PSA/Raising Attainment teacher daily with emphasis on letter and sound recognition. 30 minutes per day. 4. All identified children in Primary 1 will engage with additional phonics and language through play in the classroom with the class teacher. 5. Communications to parents of identified children to develop family engagement and support for children at home. 	<ol style="list-style-type: none"> 1. Base completed by September 2023 for P1 2. Baseline SLT and SfL will collate P1 data for literacy and SWST data for P5 and P6. 3. CT and RA along with SLT to analyse data. 4. Model for Improvement QI implemented 5. Parents and pupils views on literacy (sounds) gathered 6. Attainment discussions/ records will identify trends and improvements. 7. Regular tracking meetings with SLT, Teachers and PSA as required. 8. By February 2024 all identified P1 children will be able to read and write 12/24 initial sounds. 9. P1 Base completed by June 2024 	

<p>By June 2024, all identified children in P5 and P6 will be able to read and spell using 80 of the first 100 common words and achieving 50 % of appropriate WfL weekly spelling words.</p>	<p>Primary 5 and Primary 6 Identified children will complete SWST baseline assessment Analysis of P4 NSA data CEM literacy assessment in P6 Identified children will engage in an enhanced spelling session with Raising Attainment Teacher/PSA three times a week with a focus on common words and appropriate spelling words from WfL pathway. 3 x 30 minutes per week.</p>	<p>By January 2024 all identified children in P5 and P6 will be able to read and write 40 of the first 100 common words and be attainment 5/10 words in weekly spelling tests. This will be evident across daily written tasks, weekly Big Writing, spelling test results, application across the curriculum and formative assessment.</p> <p>Spelling age and application of spelling in daily writing will be monitored weekly and in detail at 6 weekly intervention reviews.</p> <p>Tracking and monitoring sessions each term.</p>	
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Attainment Fund Raise attainment in writing		Amount of Fund 0.7 Raising Attainment Teacher, 1 X PSA	
<p>What is the rationale behind your identified actions? What are your gaps?</p> <p>Writing attainment for children in P6 has decreased from 88% to 60%. Writing attainment for children in P4 has decreased from 80% to 55%</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention What are we trying to improve? Your aims should be specific and targeted i.e. increase x to y by Z.</p> <p>Intervention 2 To raise attainment in P6 writing by 10% from 56% to 66% by June 2024. Focus on spelling and grammar</p> <p>To raise attainment in P4 writing by 10% from 55% to 65% by June 2024. Focus on spelling and grammar</p>	<p>Max 200 words. How does this intervention tie in with your rationale?</p> <ol style="list-style-type: none"> 1. Baseline writing assessments to be completed with identified learners. 2. Phonics and grammar assessments will be used to identify gaps and next steps. 3. Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. 4. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 5. PSA will support individuals as identified. 6. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). 	<p>How will evidence be gathered – data, views, direct observations?</p> <ol style="list-style-type: none"> 1. Pupil Support Assistant and class Teacher will identify and class data. 2. SLT will collate whole school data for spelling and identify children. 3. Parents and childrens views on literacy (spelling) gathered 4. Attainment discussions/ records will identify trends and improvements. 5. Regular tracking meetings with SLT, Teachers and PSA as required. 	<p>What has been the impact?</p>

Attainment Fund Rationale Emotional Wellbeing		Amount of Fund 1 x PSA	
<p>What is the rationale behind your identified actions? What are your gaps? We have identified 13 children whose emotional wellbeing and self-efficacy are affected by poverty. This is having a negative impact on their attainment and achievement.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention What are we trying to improve? Your aims should be specific and targeted i.e. increase x to y by Z.</p> <p>By June 2024, all identified children in Health and Wellbeing groups will be able to explain strategies to address their emotions and employ these to self-regulate.</p> <p>By June 2024, all identified children will be able to discuss personal strengths and their next steps.</p> <p>By June 2024, all identified children will have engaged in an extra-curricular activity</p>	<p>Max 200 words. How does this intervention tie in with your rationale?</p> <p>Further development of existing library area to be used as a calm working space for children who require it.</p> <p>Weekly mixed age Health and Wellbeing groups led by PSA for identified children throughout the school, incorporating Emotion Works and skills and benchmarks from Talking & Listening.</p> <p>Shanarri Assessment and Talking & Listening Assessment for each identified child. (Baseline and final)</p> <p>Health and Wellbeing Groups based on needs identified from Shanarri Assessment.</p> <p><u>Term 1</u></p> <p>HWB Group 1 1.5 hr x per week</p> <p><u>Term 2</u></p> <p>HWB Group 2 1.5hr x per week</p>	<p>How will evidence be gathered – data, views, direct observations?</p> <p>Personal targets identified for each child based on their Shanarri assessment data and Baseline Talking & Listening Assessment.</p> <p>Complete evaluations after 6 HWB sessions.</p> <p>Identified children can talk confidently about a personal strength.</p> <p>All identified children can discuss and justify their opinion, listen actively to others' opinions and show respect when others are talking.</p> <p>All identified children will be able to determine a friend/s</p>	<p>What has been the impact?</p>

	<p><u>Term 3</u></p> <p>HWB Group 3 & 4 1.5hr x per week per group</p> <p><u>Term 4</u></p> <p>HWB Group 5 & 6 1.5hr x per week per group</p> <p><u>EmotionWorks £0</u></p> <p>30mins x 1 per week</p> <p>CT's will engage in EmotionWorks for the whole class once a week. This will support the work being done in Health and Wellbeing groups. Identified children should see continuity.</p> <p><u>Wellbeing in the Playground</u></p> <p>PSA- 5hrs x per week</p> <p>PSA will support wellbeing in the playground by encouraging identified children to engage in games, make and maintain friendships and support children in managing disagreements and their emotions/reactions in the playground.</p> <p><u>After school clubs £0</u></p> <p>To ensure equity for all after school clubs will be available to provide experiences for identified children.</p> <p><u>Code Club 1 hr x per week</u></p> <p>Raising Attainment teacher will run a code club in term 2 and 4 with priority given to those in HWB groups. Age and stage appropriate computer skills (e.g., logging in, writing a letter on word, send an email) and coding skills will be taught.</p> <p><u>Boxing 1 hr x per week</u></p>	<p>who they can play with in the playground.</p> <p>By June 2024, all identified children will have engaged in an extra-curricular activity.</p>	
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	<p>Boxing club will run in term 2 and 4 with priority given to those in HWB groups.</p> <p><u>Football 2hrs x per week</u></p> <p>After school and lunch time football. This will run Term 1 to 4. Priority will be given to those in HWB groups.</p> <p><u>Netball Club 1 hr x per week</u></p> <p>Lunch time club will run during Term 1 and Term 4. Priority will be given to those in HWB groups.</p> <p><u>Breakfast Club £0</u></p> <p>Free places will be given identified children.</p>		
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Appendix D – Pupil Equity Financial Plan Session 2023- 2024 (Business manager has this template)



St Ninians PS - PEF
Costings - 23 to 24.>



PEF Planned and
Actual Spend Templ



St Ninians PSA
Return - updated 19

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2022- 2023

	Comments					
Agreed format for SQR 2022- 2023 has been used						
Context table completed Shared vision and values shared						
Improvement Work 2022 – 2023 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2022 – 2023 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities)</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

Improvement Plan Session 2023- 2024

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	

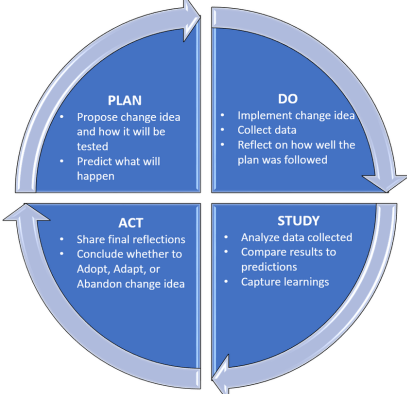

Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

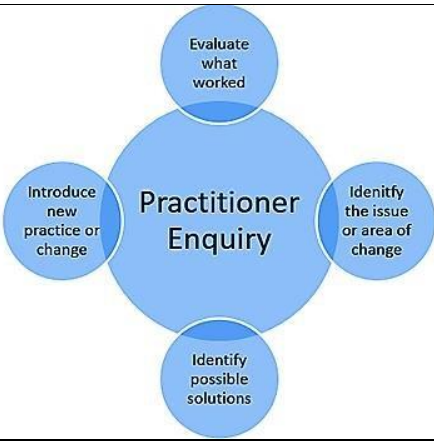
Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	

<p>Practitioner Enquiry/professional Enquiry Process</p>		 <p>The diagram illustrates the Practitioner Enquiry process as a cycle of four steps surrounding a central core. The central circle is labeled 'Practitioner Enquiry'. The four surrounding circles represent the following steps:</p> <ul style="list-style-type: none">Top: Evaluate what workedRight: Identify the issue or area of changeBottom: Identify possible solutionsLeft: Introduce new practice or change
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