

St Ninian's RCPS



Standards and Quality Report 2024-2025

Achieving Excellence and Equity

Standards and Quality Report 2024-2025

Context of the School

Demographic

Current Roll: 149 children

EAL: 9% (13 pupils)

Care Experienced: 4% (6 pupils)

ASN: 28% (43 pupils)

FME: 28% (42 pupils)

Dyslexia: 15% (23 pupils)

Deferred Nursery: 8% (13 pupils)

SIMD 1 & 2: 2% (3 pupils)

SIMD 3 & 4: 75% (112 pupils)

SIMD 5-10: 23% (34 pupils)

Authorised	5%	Unauthorised	4%
0 exclusions			
£46 550			

Vision, values and aims	<p><u>St. Ninian’s RC Primary School Vision</u></p> <p>At the heart of what makes St Ninian’s RCPS unique is our shared vision:</p> <p>To provide all children with skills for life long learning and achieve their full potential.</p> <p><u>St. Ninian’s RC Primary School Values</u></p> <p>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.</p> <p><u>St. Ninian’s RC Primary School Aims</u></p> <p>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.</p> <p>Every child will reach their potential in attainment and achievement.</p> <p>Children’s Rights and wellbeing reflect the principles of the United Nations Convention on the Rights of the Child.</p> <p>We strive to address inequity and ensure we consider the Cost of the School Day.</p>														
Attendance & Exclusions	<table border="1" data-bbox="521 863 2089 962"> <tr> <td>Attendance (%)</td> <td>Overall</td> <td>91%</td> <td>Authorised</td> <td>4 %</td> <td>Unauthorised</td> <td>5%</td> </tr> <tr> <td>Exclusion (%)</td> <td colspan="6">0</td> </tr> </table>	Attendance (%)	Overall	91%	Authorised	4 %	Unauthorised	5%	Exclusion (%)	0					
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Exclusion (%)	0														
Summary of consultation with stakeholders	<p>All staff have been involved in self evaluation activities throughout the session, with a particular focus during June in-service day.</p> <p>All children have been consulted through questionnaires, focus groups and feedback Friday groups with SLT.</p> <p>All parents have been consulted through questionnaires and discussions with Parent Council.</p> <p>School data has identified emerging priorities for SIP, along with Fife Council strategic plan.</p>														
Attainment Scotland Fund Allocation (PEF and SAC)	£46,550														
Cost of the school day statement	<p>In St. Ninian’s RC Primary School, we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox, SVDP and Fareshare to ensure equity for all. We examine the school day through the following headings:</p>														

Uniform

- Our school uniform is a white polo shirt, black or red sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable.
- School embroidered uniform is affordable and can be purchased myclothing.com
- We encourage plain black footwear and discourage designer items of clothing.
- Pre-loved uniform is available on request and is displayed at Parents Evenings and at The Corrie Centre.
- P7 Leavers' Hoodies are gifted by the school
- Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips.
- Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator.
- We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.

Travel

- Our school serves the catchment of Cardenden and Kinglassie, almost all children live within walking distance to school. There is a school bus. After school clubs are run in school so there is no need to travel any distance.
- All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.

Learning

- Stationery and whiteboards, pens and dusters are provided for all classes.
- Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning.
- There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.

Friendship and Community

- We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially.
- Mini Vinnies is one of our pupil voice groups who work with the Cardenden Community Fridge.
- We heavily promote uniform to negate any peer pressure to wear branded or expensive items.
- Fun events within school are funded the Parent Council or school funds and we try to keep costs as low as possible.
- We ask for suggested donations to make these events as inclusive as possible.
- We communicate events well in advance so families can include these within their budgets.
- All classes participate in a trip to the local pantomime in December at no cost.

School Trips

- We use profit from tuck shop to subsidise Dalguise Residential in P7.
- All P7 children have the opportunity to attend the residential trip and funding is provided by the SVDP (church) if required.

- The Parent Council subsidise school trips through fundraising, and we utilise any grants we can apply for if appropriate. All children had the opportunity for a school trip funded by the Parent Council.
- Trips and residential are signposted well in advance to allow opportunities to save towards these.

Eating

- We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session.
- Cashless catering reduces stigma through our promoted use of iPayimpact.
- We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food.
- We offer a Breakfast club for all pupils from 8:15am every day.
- We can provide free places for any child who requires this.
- Tesco Food vouchers for the festive period are offered to specific families in conjunction with local charities.

Clubs

- All after school and lunchtime clubs are run by staff, pupils or Active Schools partners and are free of charge.

Home Learning

- Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Summary of Progress and Impact from last session's Improvement Plan and Next Steps.	Priority 1	Fully achieved	Partially achieved	X	Continued next session
	<p>SIP Priority 1:</p> <p>Plan a progressive curriculum in RERC, Music, Drama, Art, Dance and STEM ensuring that all children receive their entitlement to a BGC.</p> <p>Use benchmarks for RERC and Music to measure children's progress and achievement of a level, using a range of assessment evidence to inform professional judgements</p> <p>St Ninian's focused priority as above and to also include Literacy, Maths and STEM.</p>				
	<p>Progress:</p> <p>All staff were led by the Cluster Principle Teachers & Depute Headteacher's to create and implement progressive assessment overviews including suggestions for music, dance, art and drama activities for assessment.</p> <p>Religious Education Roman Catholic planning documents were evaluated and staff decided that the prescribed Religious Education Roman Catholic curriculum included relevant assessments as outlined by the diocese.</p> <p>All staff evaluated the current literacy and numeracy assessments and incorporated these into the assessment calendar.</p> <p>All staff engaged in professional learning and use of TAPS assessments from Scottish Schools Education Research Centre.</p>				
	<p>Impact:</p> <p>Data gathered from parental and pupil questionnaires and through classroom observations.</p> <p>90% of children are happy with the quality of teaching in the school.</p> <p>84% of children think staff help them to understand how they are progressing in their learning.</p> <p>This is leading to almost all children being motivated and engaged in learning.</p> <p>100% of nursery parents and 84% of school parents think the learning experiences are at the right level for their child.</p>				

100% of nursery parents and 97% of school parents think their child is making good progress.

100% of nursery parents and 99% of school parents understand how the nursery/school monitors/assesses their child's learning.

100% of nursery parents and 99% of school parents are satisfied with the school.

Next Steps:

Assessments will be implemented for session 2025 – 2026. Yet to see impact.

All overviews and assessments to be shared with staff during session 2025- 2026.

Create assessment overviews for health & wellbeing, modern languages & social studies

Use benchmarks for Literacy, Numeracy, Roman Catholic Religious Education, Drama, Music, Art and STEM to measure children's progress and achievement of a level, using a range of assessment evidence to inform professional judgements

Ensure all assessments are developed using the CfE benchmarks.

Priority 2	Fully achieved		Partially achieved		Continued next session	x
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SIP Priority 2: Improve the skills of all children through engagement in STEM (Science, Technology, Engineering, Maths) strategies to raise attainment in science and maths with a particular focus on Nursery and P6/7 cohorts of children through application of STEM activities.

Progress:

Part of the progress was that staff views were gathered and analysed regarding the initial baseline data on staff confidence in using and applying digital literacies and from this next steps were planned.

Support provided through PL sessions. STEM audit completed to review resources so staff were able to access physical resources and knew what was there. OneNote created to create a digital hub of good resources and practice. Links to CPD were shared within this. Additional resources bought with Edina Trust grant to make learning accessible within textile, technology and biology (Digital Microscopes purchased)

January 2025 -STEM IDL Planner launched across the school with a focus on STEM at the centre of IDL planning. Linked to Meta-skills. STEM Nation Award – We have begun the process to apply for our STEM Nation award as two different settings. This will be for the Nursery and School. The Nursery are on a different STEM learning journey at present. PL identified for ELC staff through SSSC. All children P5 to P7 attended Dundee Science Centre. All P5 children have begun their YSL Level 2. There is a weekly after school STEM club.

Impact:

Across P1, P4 and P7 91% of children are attaining appropriate CFE levels assessed using new assessments in STEM (APIPS).

As a result of the development of IDL planners and children's involvement in planning, most children(81%) report that they enjoy learning at school.

- All children completed a STEM Challenge.
- All children have completed an assessment in STEM (APIPs)
- All class teachers use STEM as the core context for learning.
- All class teachers use STEM Assessment/IDL Overview.

All learners are having more opportunities given to do STEM work and it is more regular within the timetable. It is becoming core to teaching and learning. Learners are building transferable skills for now and future workplace.

There has been an increase in staff confidence over the past year and the impact on children is that they are experiencing regular and frequent high quality STEM lessons.

Next Steps:

Continue to develop what we have started. Ensure embedded across the school through a consistent approach. Continue to upskill staff through PL where it is requested and needed taking account of staff feedback.

Work collaboratively in school and across the cluster to share assessment of APiPs and Taps to create a consistent approach to assessing and moderating STEM for reporting and development of scientific skills.

Priority 3	Fully achieved	X	Partially achieved		Continued next session	
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SIP Priority 3::

Improve the skills of all children from Nursery to Primary 7 through engagement of Workshop for Literacy strategies to raise attainment in literacy with a particular focus on P3 and P5 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar.

Progress:

All teaching staff have engaged in Nessy spelling professional learning.

All teaching staff have engaged in professional learning with the Pedagogy team for Workshop for Literacy and spelling.

All teaching staff use Workshop for Literacy approach for the teaching of writing, spelling and grammar.

All children are experiencing creative and digital pedagogy for the teaching of Spelling using a consistent approach in the use of Nessy.

Impact:

Data gathered from parental and pupil questionnaires and through classroom observations, Tracking meetings and Focus groups.

100% of nursery parents and 96% of school parents think their child's learning and development is well supported by staff.

Reading attainment in P3 has increased 5%.

Writing attainment in P3 has increased 13%.

Listening and talking attainment in P3 has increased 20%.

Reading, writing, listening and talking attainment in P5 has remained the same, thus the attainment gap has not widened.

Baseline and post spelling assessments for P7 using Nessy for one term show 17 pupils completed both tests. There is evidence of improvement in use of spelling strategies evidenced in jotter monitoring.

Almost all children who undertook the Nessy tests improved their spelling by 59%, and a few stayed the same.

Next Steps:

Additionality 0.5 Teacher to engage in removing barriers to learning with a focus on raising attainment in P1 (reading and writing) and P3 (maths and reading) next session.

Evaluate impact of new Spelling approach across the school using annual SWST results. Monitor longer term impact on learning of new spelling resource with termly assessments.

Improving Outcomes

Attainment and Achievement

Include impact of PEF, improvement in health and wellbeing and employability.

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	65%	59%	59%	65%
P4	82%	82%	74%	82%
P7	82%	73%	73%	73%

Overall Attainment for 2025- 2026

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	77%	61%	82%	65%
P4	68%	80%	74%	82%
P7	68%	76%	77%	73%

Evaluative statement of attainment over time

Overall attainment in literacy and numeracy is good with most children making progress from their prior levels of attainment.

- By the end of P1, the majority of children achieve early level in listening and talking, reading, writing and numeracy.
- By the end of P4, most children achieve first level in listening and talking, reading, writing and numeracy.
- By the end of P7, the majority of children achieve second level in reading and writing.
- By the end of P7, most children achieve second level in talking and listening.
- By the end of P7, the majority of children achieve second level in numeracy.

- By the end of P7 children’s attainment in listening and talking has decreased 8% since P1.
- By the end of P7 children’s attainment in reading has decreased by 11% since P1.
- By the end of P7 children’s attainment in writing has decreased by 11% since P1.
- By the end of P7 children’s attainment in numeracy has decreased by 14% since P1.

- Analysing this data there are a few significant reasons for the decrease. Attainment over time shows this cohort were in P2 in 2019/2020 and P3 in 2020/2021 during Covid. There was a decrease in attainment during this period of time and a steady increase in attainment after this period but not back up to pre covid level. Since Primary 1 the class size has decreased in numbers, therefore changing the statistics. Identification of needs shows within this cohort, the majority of children have an identified additional support need. There have been targeted interventions in place at universal and additional levels to support these children.

PEF PLAN IMPACT

In P6 there has been a 25% increase in spelling ages, assessed using the Single Word Spelling Test.

All children in P2 raising attainment group can recognise all of the initial sounds. The majority of P2 raising attainment group can recognise upper case letters. Most of P2 children raising attainment group can recognise constant blends such as sh, ch, th, wh

Most of the P7 raising attainment group are achieving 50% of their weekly spelling words. The majority of the targeted raising attainment group can spell using 80 out of the 100 second common words.

Achievements

All children have regular opportunities to share their achievements from in and out of school. All staff celebrate and recognise these in assemblies, classes, displays and on social media. All children are in a Pupil Voice group. The Rights Respecting Group achieved a silver award this year. The Sports Committee are working towards achieving a Gold

	<p>SportScotland Award. Children receive a variety of school awards such as the Metaskills certificates, school values postcards and Hot Chocolate Friday. This supports children to recognise and feel proud of their successes. Children have opportunities to participate in local and national events such as STEM Carbon Capture Project. Children at second level participate in the Young STEM Leadership Award. STEM Nation Award work is currently underway.</p> <p>Staff track children’s participation and engagement in a range of clubs. Gaps in participation are identified for individual children and plan experiences to reduce the risk of any child missing out. Children participate well in clubs and develop their sporting, teamwork, leadership, creativity and communication skills, as a result. Children play an active role within the school community working in partnership with the Cardenden Community Fridge and St Ninian’s RC Church.</p>
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Evaluations

	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
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	Good	Good	Good	

Evaluations Nursery

	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	

3.2 Raising attainment and achievement	Very Good	Very Good	Very Good	
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