

St Ninian's RCPS



School Improvement Plan 2025-2026

PEF Plan 2025-2026

Achieving Excellence and Equity

St. Ninian’s RC Primary School Session 2025-2026 Improvement Plan

Education Directorate Improvement Plan: Achievement				
Focused Priority 1:				
<ul style="list-style-type: none"> Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology. To support all staff through the use of digital technologies to effectively assess children’s progress, leading to a learning environment which ensures appropriate pace and challenge, leading to improved outcomes for children. 				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		<ul style="list-style-type: none"> leadership children thrive and develop in quality spaces children play and learn children are supported to achieve 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience improved engagement and motivation in learning through creative pedagogical approaches to delivering learning and teaching using a wide range of resources and digital tools.</p> <p>Through professional learning all staff will enhance their skills in using digital tools and creative pedagogical approaches to deliver high-quality learning, teaching and assessment focused on developing higher-order questioning and thinking leading to improved outcomes for all children.</p> <p>Children in P6/7 will become more proficient in using digital</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> As part of the agreed WTA collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills. All staff will engage in professional learning using Blooms Taxonomy and be involved in the development of resources to support teaching staff. 	<p>Led by ESO’s, Digital PT’s</p> <p>JR/AMC/RD/DM/SY All staff</p>	<p>Data</p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA data</p> <p>Analysis of data for identified cohorts eg SIMD ASN, GATE, EAL, LAC, AF etc</p> <p>Wellbeing Wheels</p> <p>People’s Views</p> <p>Staff views on use of digital technology to enhance learning.</p> <p>Self-evaluation (2.3) on strengths and next steps.</p>	<p>Wed 27th August 3:30 – 4:30 pm</p> <p>Thurs 11th Sep – Learner deployment</p> <p>Tues 16th Sep – Follow up visit</p> <p>Wed 17th Sep 3:30 -4:30 pm</p> <p>Tues 25th Nov 3:30 – 4:30 pm</p> <p>Wed 18th March 3:30 -4:30</p>

Education Directorate Improvement Plan: Achievement				
Focused Priority:				
<ul style="list-style-type: none"> Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. 				
HGIOS4 Quality Indicators			Quality Improvement Framework	
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement			<ul style="list-style-type: none"> leadership children thrive and develop in quality spaces children play and learn children are supported to achieve 	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum</p> <p>All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum e.g. health & wellbeing, modern languages and social studies. All staff will use CfE benchmarks (found in progress) for identified / all curriculum areas to engage in moderation activity linked to e.g. health & wellbeing, science, modern languages and social studies <p>Forward Planning</p> <ul style="list-style-type: none"> All staff will continue to use the progression pathways for all curriculum areas to ensure planned learning 	<p>Led by PT's & DHT Health & Wellbeing - AS Sciences – DMcT Modern languages – KHS cluster/SE Social Studies –</p> <p>Led by HT All staff</p>	<p>Data Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE, BASE, NSA & eLIPS data Analysis of data for identified cohorts e.g. SIMD, ASN, EAL, LAC, AF, deferred nursery placement etc Analysis of the wellbeing wheel Analysis of wellbeing data including from apps on iPads</p> <p>People's Views Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity Parent/carers views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning</p>	<p>Tracking meetings (October, February & May)</p> <p>Tracking meetings (October, February & May)</p>

Ongoing Evaluation

Education Directorate Improvement Plan: Achievement				
Focused Priority 3: Nursery <ul style="list-style-type: none"> Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all nursery staff on the use of outdoor learning. To support all staff through the use of creative outdoor pedagogy to effectively assess children’s progress, leading to a learning environment which ensures appropriate pace and challenge, leading to improved outcomes for children. Develop a creative outdoor learning nursery garden. 				
			Quality Improvement Framework	
			<ul style="list-style-type: none"> leadership children thrive and develop in quality spaces children play and learn children are supported to achieve 	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All children will experience improved engagement and motivation in learning through creative pedagogical approaches to delivering learning and teaching using outdoor learning.	<p>Professional Learning Activity As part of collegiate activity all staff will further develop their understanding of Outdoor Learning and develop an appropriate outdoor learning space.</p> <ul style="list-style-type: none"> As part of collegiate sessions staff will engage in professional dialogue on core provision of all/identified areas of the curriculum. Professional reading texts ‘Dirty Teaching’ ‘Going Outdoors’ ‘Realising the Ambition’ Focus for parent/carer workshops/open mornings/stay and play. Planned links with local businesses/National Lottery to fund raise/donate resources for garden development. 	<p>Led by Nursery Teacher, Claire Barratt and PT Jennifer Ripley.</p> <p>JR/CB All EYO staff Chloe Pollock Leeann Cunningham Vicky Fairservice Kirsty Quinn Joanne Morris</p>	<p>Data Analysis of engagement in Literacy, Numeracy outdoors along with all/identified areas of the curriculum</p> <p>Analysis of Elips data</p> <p>Wellbeing Wheels</p> <p>People’s Views Staff, Child’s views and Parental views gathered on plans for nursery garden development work. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue at fortnightly nursery development meetings.</p>	<p>Fortnightly across the session.</p> <p>August/September 2026</p>

			<p>Feedback from Learning Partnership and QI visit.</p> <p>Parent/carer views on children's experiences.</p> <p>Children's views gathered through pupil focus groups for consultation of plans and post work completion.</p> <p>Observations Forward planning documentation. Nursery observations linked to the use of creative outdoors pedagogy to enhance learning, teaching and assessment.</p>	
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Ongoing Evaluation

This Nursery Improvement Priority was changed during this school session due to Fife Council agreeing to refurbish and redesign the nursery garden during summer 2026. Therefore this priority will move to 2026.2027 Nursery Improvement Plan.

	<ul style="list-style-type: none">• Summary of Supports in place for individuals.• Looking Outwards to other nursery provisions• Implementation of Emotion Works• NST involvement• Early Support and Help Team	Mary Louise Gray	<p>Parent/carer views on children's experiences.</p> <p>Children's views gathered through pupil focus groups for consultation of plans and post work completion.</p> <p>Observations Forward planning/Responsive Planning documentation. Nursery observations Learning Partnership</p> <p>Child's Plans Summary of Supports PLJs</p>	
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Ongoing Evaluation

St. Ninian's RC Primary School Session 2025-2026 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2025/26	£ 46,550
School Context (copied from SIP)	
Current Roll: 149 children	
EAL: 9% (13 pupils)	
Care Experienced: 4% (6 ch)	
ASN: 28% (43 ch)	
FME: 28% (42 ch)	
Dyslexia: 15% (23 ch)	

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			

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

Cost of the school day statement

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:

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 residentials 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.

Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Staff consultation on June in-service day. Pupil consultation through Focus Friday Feedback Parent Council consultation through meetings. Parents Questionnaire to all parents.	

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost	Amount of Fund allocated (if appropriate) £ 46, 550		
Over the past 2 years, our attainment in writing has reduced from an average of 71% to 62% in P3(P4 session 25/26). Our attainment in reading has reduced from 79% to 53% in P3. 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 2 – 1 child, Primary 4 – 12 children and Primary 5 – 11 children			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

Intervention 1

1. By June 2026, the majority (4/6 ch 67%) of identified children in P2 will be able to read and write 12 CVC words and have retained the initial sounds.

1. Identification of children with more than 6 months difference in spelling age and chronological age using Base data for Primary 1 literacy.
2. Analysis of Base assessment in Primary 1 . Nesy placement data and use of Nesy twice a week.
3. All identified children in Primary 2, will engage in an enhanced phonics/spelling session with Raising Attainment adult 3 times per week with emphasis on letter and sound recognition. 30 minutes per day.
4. All identified children in Primary 2 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 through Parent's Evening and additional parental meetings.

1. Base completed by June 2025 for P1
2. Baseline SLT and CT will collate P1 data for literacy using phonics progression planner.
3. CT and RA along with SLT to analyse data through tracking and monitoring sessions.
4. Model for Improvement QI implemented
5. Pupils and Parents views on literacy teaching and learning gathered
6. Attainment discussions/ records will identify trends and improvements.
7. Regular tracking meetings with SLT, Teachers and PSA as required.
8. By June 2026 all identified P2 children will be able to read and write 12 CVC words and have retained the initial sounds.
9. P3 CEM completed by October 2027

<p>Intervention 2</p> <p>By June 2026, all identified children in P4 will be able to use known sounds to blend and decode to improve accuracy and fluency of reading with some self correction. All identified children will be able to comprehend suitable texts and be able to understand what they are reading.</p> <p>By June 2026 60% of identified children will be able to read and spell using 70 of the second 100 common words.</p>	<p>Primary 4</p> <p>P4 NSA data</p> <p>CEM literacy assessment in P3</p> <p>Identified children will engage in an enhanced spelling session with Raising Attainment adult three times a week with a focus on literacy skills to support reading and comprehension development. 3 x 30 minutes per week.</p> <p>Reading baselines using High Frequency Words assessment and YARC assessments.</p> <p>Upskill children in the use of ICT to support spelling difficulties.</p> <p>Identified children will have Contextual Assessments implemented, if required.</p>	<p>By January 2026 all identified children in P4 will be able to read and write 40 of the second 100 common words. Most of identified children will be on track for literacy by June 26. This will be evident across daily reading and written tasks, weekly Big Writing, engagement with Nessy Reading and Spelling and application across the curriculum.</p> <p>Spelling of high frequency words in daily writing will be monitored regularly.</p> <p>Tracking and monitoring meetings each term.</p>	
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APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)

