

**St Ninian's RC Primary
and Nursery
STANDARDS & QUALITY
REPORT**

Session 2025-2026



ELC/School Context						
Demographic	Current Roll: 148 children EAL: 10.81% (16 pupils) Care Experienced: 2% (3 pupils) ASN: 52% (77 pupils) FME: 25% (37 pupils) Dyslexia: 14% (21 pupils) Deferred Nursery: 7% (11 pupils) SIMD 1 & 2: 3% (4 pupils) SIMD 3 & 4: 78% (115 pupils) SIMD 5-10: 20% (29 pupils)					
	Authorised	5.46%	Unauthorised	2.97%		
	0 exclusions					
	£46 550					
Vision, values and aims	St. Ninian’s RC Primary School Vision 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.					
	St. Ninian’s RC Primary School Values Our school values of Respect, Ambition, Honesty and Believe. 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 RC Primary School 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.					
Attendance	Total Attendance	91.57	Authorised	5.46	Unauthorised	2.97
Exclusions %	0%					
Summary of consultation with stakeholders	All staff have been involved in self evaluation activities throughout the session, with a particular focus during May in-service day. All children have been consulted through questionnaires, focus groups and feedback Friday groups with SLT. All parents have been consulted through questionnaires and discussions with Parent Council.					

	School data has identified emerging priorities for SIP, along with Fife Council strategic plan.
Attainment Scotland Fund Allocation (PEF) for 26/27	£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> <p><u>Uniform</u></p> <ul style="list-style-type: none"> • 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. <p><u>Travel</u></p> <ul style="list-style-type: none"> • 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. <p><u>Learning</u></p> <ul style="list-style-type: none"> • 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. <p><u>Friendship and Community</u></p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. <p><u>School Trips</u></p> <ul style="list-style-type: none"> • 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. <p><u>Eating</u></p> <ul style="list-style-type: none"> • 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. • Tesco Food vouchers for the festive period are offered to specific families in conjunction with local charities. <p><u>Clubs</u></p> <ul style="list-style-type: none"> • All after school and lunchtime clubs are run by staff, pupils or Active Schools partners and are free of charge. <p><u>Home Learning</u></p> <ul style="list-style-type: none"> • Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1

Support and enhance the deliver 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:

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	
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Progress

Professional learning has supported staff confidence in the use of digital technology for learning, teaching and assessment.

All pupils in Primary 6 and 7 have received their personal iPads and have personalised their device by selecting the correct accessibility features to support their learning.

A class set of headphones and styluses were purchased to allow all pupils to use creative apps like Freeform, Canva and Garageband more easily.

All teachers and learners in Primary 6 and 7 have been using Showbie to enhance their learning and teaching.

Impact

The majority of staff reported a positive increase in their professional knowledge and confidence after attending the professional learning sessions.

Observations show that almost all teachers use digital tools to engage and motivate learners.

All learners enjoy using their iPads and are excited to share what they have learned with others.

All children in Primary 6 and 7 have personalised their iPads using accessibility features, pupils who require accessibility features are using these well to support their learning. Accessibility features have supported literacy attainment rising from 75% to 87.5% in Primary 7. Pupils who struggled to access texts previously were able to use the text to speech accessibility features. Pupils were also using dictation to support their writing.

Children in Primary 3 and 4 have developed their skills using scratch and have created QR codes to show their work to others.

Children in Primary 5 are using Showbie during Coding lessons while using school netbooks. Pupils are confident logging into Showbie, can access lesson resources and post completed work preparing them fully for when they receive their personal iPad. Pupils in Primary 6 and 7 have been teaching pupils in Primary 5 how to use some of the apps on their iPads. Pupils have become the teachers.

Next Steps

Shared Transforming Learning iPads to be deployed to pupils in Primary 1-5. All pupils to transition from using Seesaw to Showbie to showcase their learning digitally.

Staff to continue to share best practice during collegiate meetings.

Continue sharing effective practice and evaluation of the impact of digital learning on attainment will further strengthen outcomes for learners.

School Improvement Priority 2

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/ELC Quality Improvement Framework Quality Indicators:

Has this priority been:	Fully achieved		Partially achieved	x	Continued into next session	
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(please highlight)						
<p>Across the cluster, strong initial progress has been made in developing a more coherent and progressive approach to curriculum planning, particularly within the Expressive Arts. The strategic leadership of the Depute Headteacher and Principal Teachers has been effective in driving this priority forward, resulting in enhanced professional collaboration and a shared understanding of standards. As a result, learners are beginning to experience greater consistency in learning expectations and progression across classes and stages.</p> <p>In Expressive Arts, staff have worked collegiately to design and implement high-quality assessment approaches aligned to national benchmarks. These assessments are now in place across all stages within the school and are being used more widely across cluster establishments. This has strengthened moderation practices, leading to increased confidence and consistency in professional judgements, particularly in relation to the achievement of a level. This is supporting learners to demonstrate their skills more clearly and ensuring their progress is more accurately identified and supported.</p>						
<p>Impact to be detailed and focused on impact on outcomes for children and young people:</p> <p>Importantly, the quality and impact of this work have received external validation. During a recent HMIE thematic inspection of BGE within one of the cluster primary schools, the use of these were identified as a strength. Inspectors highlighted the effectiveness of the approaches in supporting robust professional dialogue, reliable assessment evidence, and consistent teacher judgement. This affirmation provides strong evidence that the cluster's approach in Expressive Arts is impactful and aligned with national expectations. Consequently, learners benefit from more reliable assessments and clearer feedback to support their next steps in learning.</p> <p>The development of shared assessment tools has also supported meaningful professional dialogue across cluster schools, fostering a more aligned approach to expectations and standards within Expressive Arts. This is contributing positively to learners experiencing a more progressive and coherent BGE in these areas. Learners are increasingly building on prior learning and developing confidence in their creative skills across stages.</p> <p>However, progress across Literacy, Numeracy and RERC has been more limited. While an initial template was developed to support curriculum planning and assessment across all targeted areas, ongoing self-evaluation identified that this model did not sufficiently reflect the distinct progression pathways and pedagogical requirements of these subjects. As a result, the cluster demonstrated strong capacity for improvement through critical reflection and strategic responsiveness, making the decision to discontinue this approach. At this stage, this has meant that learners' experiences across these areas remain less consistent.</p>						
<p>Next Steps</p> <p>Subsequently, more focused and purposeful professional dialogue has been established between the secondary school and associated primaries. This is now leading to the early stages of designing a cluster-wide BGE programme from P5 to S3, which better meets the needs of learners and reflects the importance of continuity and progression across transition points. This work is expected to support smoother transitions and improved continuity in learners' experiences.</p>						
<p>ELC Improvement Priority 3</p> <p>Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on removing barriers to learning for ASN.</p>						
<p>ELC Quality Improvement Framework Quality Indicators:</p>						

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	
<p>Progress</p> <p>Staff have engaged in a wide range of professional learning opportunities which have strengthened their understanding of inclusion, wellbeing and approaches to supporting children with additional support needs. The nursery team demonstrates highly skilled interactions and knows children and families exceptionally well, enabling staff to identify and respond to individual needs effectively. Observations are used well to inform responsive planning, individual targets and interventions. Staff work collaboratively with specialist services to ensure children receive appropriate support and barriers to learning are identified and addressed at the earliest opportunity. The nurturing ethos across the setting, alongside respectful and caring relationships, has supported inclusive practice and ensured all children are valued, respected and viewed as unique individuals.</p>						
<p>Impact to be detailed and focused on impact on outcomes for children and young people:</p> <p>Children experience a highly inclusive, nurturing environment where their wellbeing is prioritised and their individual needs are well supported. As a result, children feel safe, valued and confident in their learning. Most children settle well, engage positively with peers and adults, and demonstrate increasing independence in learning and play. Responsive planning and targeted interventions ensure children receive support appropriate to their developmental stage and additional needs, helping them make consistent progress over time. Strong partnerships with families and external agencies contribute to improved outcomes for children requiring additional support and ensure continuity of learning and care. Children's voices are increasingly evident within learning environments and planning, leading to high levels of engagement, participation and achievement.</p>						
<p>Next Steps</p> <p>Continue to strengthen staff understanding of inclusive pedagogy through ongoing professional learning focused on children's rights, ASN and effective universal supports.</p> <ul style="list-style-type: none"> • Further develop intentional planning approaches to provide appropriate challenge and support for all learners, including those requiring additional challenge. • Continue reviewing progression pathways and individual targets to ensure learning experiences meet the needs of all children and effectively remove barriers to learning. • Increase access to digital technologies to enhance engagement, communication and inclusive learning opportunities. • Embed children's rights-based approaches further across the nursery to strengthen participation, inclusion and wellbeing for all children. • Continue to work closely with families and partner agencies to support attendance, engagement and positive outcomes for children requiring additional support. 						

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	84.2%	78.94%	83.3%	84.21%
P4	69.2%	76.47%	69.2%	70.59%
P7	73.3%	87.5%	73.3%	87.5%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	84.21%	84.21%	78.94%	84.21%
P4	94.12%	76.47%	76.46%	70.59%
P7	87.5%	87.5%	87.5%	87.5%

ELIPS highlights that 53.3% of N5 children are ahead or on track at Early level, 40% of N5 children are off track and one child is working on individual pre early milestones.

Progress Over Time (Early Years/Special/may consider PEP & SEP):

From evidence gathered through HMIE inspection in June 2026 the school has made good progress in 2.3 and very good progress in the nursery for learning, teaching and assessment, very good for wellbeing, inclusion and equality and good for curriculum.

Impact of PEF on outcomes for children and young people:

In Primary 2, the majority of identified children are able to read and write 12 CVC words and have retained their initial sounds.

Pupils are proud that they are able to read words like their friends.

In Primary 4, all identified children can use known sounds to blend and decode to improve accuracy and fluency of reading with some self-correction.

In Primary 4, the majority of identified children were able to read and spell using 70 of the second common words. Learners now all see themselves as readers and like their peers and are able to access help from universal supports in the classroom, common word mats, literacy walls independently.

Achievements

School

- Fruity Friday recognises pupils who consistently demonstrate the school values. Nominated pupils meet with the Senior Leadership Team to discuss their learning and the reasons for their nomination, contributing valuable pupil feedback. During the meeting pupils showcase their development of school values, meta-skills, the four capacities, digital learning, and discuss progression across the curriculum. Teachers track this within their planning to ensure all children have opportunities to achieve in these areas.
- House Points are collected throughout the week, and totals are shared during assemblies to celebrate achievement. Each House is led by a House Captain, with leadership roles rotated biannually to provide opportunities for pupil leadership and responsibility.
- Leadership and collaboration skills are further developed through participation in pupil leadership groups, including:
 - Mini Vinnies
 - Eco Council
 - Rights Respecting Schools Council
 - Pupil Council
 - Sports Council
 - P7 Buddies
 - Playground leaders
 - Newsletter reporters
- Seesaw is our whole-school platform for sharing achievements across school, home, and the wider community. It enables children, staff, and families to celebrate wider achievements and supports pupils in reflecting on how these link to our school values and meta-skills for life. This is highlighted through individual pages or whole school announcement.
- Active Schools Coordinators from the St. Andrew's Cluster support us in tracking participation in after-school clubs and community activities. They work in partnership with us to provide a range of clubs, staff CPD opportunities, and community offerings during and beyond term time. Termly meetings focus on inactivity and community engagement data, helping us target pupils for new clubs based on their interests. We also gather data on swimming and plan for targeted approaches in these areas, e.g. swimming opportunities were offered to identified pupils.
- Wider achievements across the school are tracked and recorded within planning folders and used to support report writing at the end of the academic year.
- The P6/7 music teacher assesses all P6 pupils to identify those with an interest or aptitude for music and provides targeted piano instruction across P6 and P7. Selected pupils have opportunities to share their progress and celebrate their skills during assemblies at different stages within the year.
- Life skills development and participation in out-of-school clubs are considered during TAC meetings and Child's Plans. By aligning these opportunities with individual targets, we support personal achievement and celebrate success at a child's own level.

Nursery

- An extensive transition programme from Nursery to Primary 1 ensures children have meaningful opportunities to celebrate their achievements and build confidence as they prepare for the next stage of learning.
- Children's achievements are showcased and displayed throughout the nursery wall.
- Observations of achievements recorded in daily observations.
- The development of life skills is considered during TAC meetings and within Child's Plans. By aligning these opportunities with individual targets, we support personal achievement and celebrate success at a child's own level.
- Relationships with parents/carers, ensuring that achievements are recorded in PLJs or on Seesaw. Families are encouraged to share achievements at home and in the community on Seesaw.
- Achievements are displayed throughout the nursery
- Partnership working and planning, e.g. with Health Visitors, if milestones are not being met.
- Planning overview tracking Early level outcomes and experiences for N4s and Pre-schoolers.
- Personal Learning Journey documents significant achievements.
- Personalised Planning.

Evaluations (School)

	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	Good

Evaluations (ELC) – HGIOELC?

	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	
3.2 Securing children's progress	Very Good	Very Good	

Shared Quality Improvement Framework (ELC)

	2025-26	2026-27	2027-28	HMIE/Care Inspectorate Evaluations
Curriculum	Good			Good
Learning, Teaching and Assessment	Very Good			Very Good
Wellbeing, Inclusion and Equality	Very Good			Very Good
Children's Progress	Very Good			Very Good
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	<p>HMIE inspection feedback recognised the many strengths across St Ninian's RC Primary School and Nursery Class, highlighting our caring and nurturing ethos, strong relationships, effective use of data to improve outcomes, creative use of digital technology, and the wide range of opportunities for wider achievement. Areas for ongoing improvement include deepening staff understanding of national standards, increasing challenge within learning to raise attainment in literacy and numeracy, and further developing a shared understanding of the nursery curriculum, including children's rights. Overall, HMIE concluded that the school and nursery have strong capacity for continued improvement.</p> <p>Please see HMIE parental letter here Please see full HMIE nursery report here Please see full HMIE school report here</p>			

