

**Context of the school:**

Ninian's Primary School is a Roman Catholic primary school situated in Gourock and serving the communities of Gourock, Inverkip and Wemyss Bay.

Our school roll is 301 children across twelve classes. Our fabulous new building is built over two levels and has a fantastic outdoor learning areas. The school has a lift, making it fully accessible.

We have 18 members of teaching staff including Head Teacher, Depute Head Teacher and Principal Teacher. This includes thirteen full time teachers and four part-time teachers as well as a part-time Support for Learning teacher. We also benefit from ten members of Support Staff, one Learning Assistant, three Clerical Staff and our school Janitor.

St Columba's High School is our associated secondary school. Regular cluster meetings are aimed at fostering positive relationships between schools and improving all aspects of children's transitions from primary to secondary.

We have strong partnerships with the parishes of St Ninian's RC Church in Gourock and St Joseph & St Patrick RC Church in Weymss Bay. Our school chaplain is Father Gerry McNelis and our faith community is also very well supported by Canon Desmond Berry.

**Our Vision**

In the warm, supportive faith community of St Ninian's Primary School we *'teach with love and learn with pride'*, challenging our children to be the very best they can be by developing and applying skills for learning, life and work in Inverclyde and beyond enabling them to serve The Common Good.

**Our Values**

The school community models our values of Respect, Honesty, Inclusion and Friendship

**Our Aims**

- We aim to foster the Catholic character of the school through promotion of the Gospel values.
- To provide the highest quality learning activities which enhance every child's potential

- Encourage personal excellence and strive to maintain the highest possible levels of achievement and attainment
- Provide a happy, secure, welcoming environment where partnership working will enhance children's learning experiences and promote wellbeing and respect
- To value and empower all members of our school community
- Foster high quality leadership at all levels

### **Pupil Equity Funding (PEF)**

Through our PEF we have employed an additional 0.2 Support for Learning teacher for targeted children across our school and have further enhanced additional support for more pupils to reduce the attainment gap.

Resources and interventions purchased and developed with PEF have had a positive impact on attainment in literacy and numeracy, evidenced and carefully monitored by scrutinising data from standardised assessments, formative assessment and periodic summative assessments.

The positive impact of interventions on Health and Wellbeing for targeted pupils has been evidenced by increased pupil focus and engagement leading to improved attainment and improved relationships and emotional wellbeing.

## Review of progress for session 2019-2020

| <b>School priority 1: Improvements in attainment, particularly in literacy and numeracy</b>  |   |
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| <p><u>NIF Priority</u><br/>Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u><br/>Assessment of children's progress<br/>Teacher professionalism<br/>Performance information</p>  | <p><u>HGIOS?4 QIs</u><br/>3.2 Raising attainment and achievement<br/>2.3 Learning, teaching and assessment<br/>2.4 Personalised support<br/>2.6 Transitions</p> |
| <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Promote consistency of good teaching practice across the school through developing staff knowledge of most effective learning and teaching strategies</li> <li>• Focus on the planning, tracking and assessment of reading to improve attainment</li> <li>• Ensure effective use of contextualised Inverclyde Planners for Numeracy throughout the whole school</li> <li>• Use SEAL strategies as an intervention to support gaps in learning throughout the school</li> <li>• All staff engage in moderation activities within school and cluster in reading to help support teacher judgements and assessment</li> </ul> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• We are continuing to promote Visible Learning throughout the school to ensure consistency of teaching and learning</li> <li>• PT and DHT timetable provides opportunity to work alongside CTs to moderate planning of writing</li> <li>• Our working parties at early first and second level have successfully completed restructuring Inverclyde Numeracy Pathways to make them bespoke to St Ninian's Primary School</li> <li>• SEAL been used successfully to identify gaps and strategies used to support closing these gaps.</li> <li>• Moderation activities were successful in the school and cluster until COVID prevented the continuation of these</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Teacher Professional Judgements are now more robust and this is evidenced through dialogue with teachers</li> <li>• We have successfully worked with staff in St Columba's High School Maths Dept to ensure our second level pathways will ensure continued progression and a smooth transition to High School.</li> <li>• Support Staff are continuing to support learning and have successfully built positive relationships with the children.</li> </ul> |   |

- Our school was featured on Education Scotland's National Improvement Hub demonstrating a model of good practice on using PEF to empower support staff to help raise attainment
- SMT are seeing greater consistency of teaching across the school.
- A new policy for phonics is in place which ensures consistency in teaching phonics throughout the school
- SMT are seeing Learning Intentions and Success Criteria used well
- Children can talk confidently about their learning and their next steps
- Feedback is more specific to Learning Intentions and Success Criteria
- There is improved target setting for children's learning which are successfully reported to parents each term.

**Next Steps:**

- Identify gaps in children's learning and provide interventions to support the recovery from COVID 19
- Develop confidence in learners in Digital Literacy
- Moderation activities to continue within school and cluster

**School priority 2: Closing the attainment gap between the most and least disadvantaged children**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress

Performance information

School Improvement

HGIOS?4 QIs

2.4 Personalised support

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

**Strategies:**

- Continue to ensure fully decode-able readers are accessible throughout the school for targeted support
- Continue with targeted one to one support for targeted pupils to further develop reading skills through the Catch Up Literacy Programme
- All staff trained in SEAL and continue to embed Stages of Early Arithmetical Learning
- Use of SEAL assessments for Phases 1-5 to identify gaps, inform planning, support interventions and raise attainment in numeracy
- Moderation activities within school and cluster in reading to help assist teacher judgements and appropriate range of assessment

**Progress:**

- Additional decodable readers have been purchased and are used effectively throughout the school for targeted support
- We have moved to novel focus and newspapers to help develop reading in pupils from p4-P7

- We are continuing to use catch up literacy programme.
- 31 children have been included in the catch up literacy programme this year
- SEAL strategies are used throughout the school to support numeracy and identify the gaps
- All staff have participated in school and cluster moderation activities

**Impact:**

- Tracking and monitoring data shows progress for all learners
- Pupils are more focused and fully engaged and have formed really positive relationships with support staff through catch up programme
- Support staff have been empowered to help raise attainment. This was videoed by Education Scotland for the National Improvement Hub
- There has been a significant improvement in skills progression for all learners with pupils being provided with opportunities to build on prior learning
- Relationships across the school community are very positive and supportive

**Next Steps: THROUGH OUR RECOVERY PROCESS WE WILL CONTINUE TO:**

- provide one to one support for targeted pupils to further develop reading skills through the Catch Up Literacy Programme
- use SEAL Assessments for Phases 1-5 to identify gap, inform planning and support interventions attainment in numeracy where necessary for all children
- Participate in moderation activities within school and cluster in reading to help assist teacher judgements and appropriate range of assessment
- Enhance our children's digital literacy skills

**School priority 3: Improvement in children and young people's health and wellbeing**

NIF Priority  
Improvement in children and young people's health and wellbeing  
NIF Driver  
School Improvement  
School leadership  
Performance information

HGIOS?4 QIs  
3.1 Ensuring wellbeing, equality and inclusion  
2.3 Learning, teaching and assessment  
2.2 Curriculum

**Strategies:**

- Create a whole school vision for mental health with targets for both staff and pupils and with clear aims
- Embed children's Rights in teaching and learning throughout the school
- Engage parents as wellbeing ambassadors
- Continue to develop the wellbeing curriculum ensuring it is well planned and progressive with a focus on emotional wellbeing and building resilience
- Support for Learning teacher will continue to work with Support Assistants to develop approaches to nurture for children identified as requiring intervention to support their learning.
- Partnership working with OUTREACH to support identified children
- Ensure that key aspects of Catholic social teaching are part of the curriculum overview.
- Identify areas where links can be made between primary schools and St Ninian's to promote Catholic social teaching.
- Develop senior pupils as leaders through the Pope Francis Award
- Engage with external speakers/ charities to enhance learning and teaching and increase knowledge and understanding.
- Celebrate and recognise achievements of young people.

**Progress:**

- We have created an action plan to become a Mentally Healthy School
- We are continuing to work on developing the wellbeing curriculum
- We have achieved our Silver Rights Respecting School Award
- Good use is being made of outdoors to enhance wellbeing
- Well planned assemblies follow the SHANNARI indicators and have a focus on mental health, resilience,
- We have introduced Wellbeing Wednesday during Lockdown to focus on mental health
- Nurture groups have been set up for identified children
- We have used wellbeing indicators to set up a survey through Forms
- Staff have continued to engage in online CLPL to promote good mental health
- Member of OUTREACH support team have worked closely with class teachers to support identified children in class where appropriate or in small group
- All of our Primary 6 and 7 pupils have participated in the Pope Francis Faith Award this year

**Impact:**

- The children continue to develop an understanding of Children's Rights and how they can support others to access their Rights
- Staff and children know and understand the wellbeing indicators throughout their school life.
- Our wellbeing survey has provided an opportunity to clearly identify barriers children have to learning and has provided opportunities for positive dialogue with learners in addressing barriers and supporting learning.

- Outdoor space has been used effectively to promote positive relationships and wellbeing
- There has been improved attainment in children facing barriers to learning.
- All pupils in Primary 7 have successfully gained the Pope Francis Faith Award
- Through working closely with ICOS we have supported a number of children with ASD to have a better experience in school
- Positive feedback from parents through

**Next Steps:**

- We will continue to support our children to transition back to school through our recovery programme
- St Ninian's will continue with their journey to become a Gold Rights Respecting School.
- We will create a vision on Mental Health for our school
- We will restructure our pupil voice groups next year to ensure better learning outcomes and in line with learning experiences in social studies planners
- We will collaborate with Gourock Schools through our involvement in the Gourock Schools and Churches Programme to support families after lockdown
- We will develop and improve knowledge and understanding of Mental Wellbeing and how this can be fostered and strengthened through personal coping skills and positive relationships
- Our school will become a Mentally Healthy School
- We will continue to track the wider achievements of our pupils

**School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people**

NIF Priority  
Improvement in children and young people's health and wellbeing  
NIF Driver  
School Improvement  
Teacher professionalism

HGIOS?4 QIs  
2.7 Partnerships  
2.6 Transitions  
2.2.3.3 Increasing creativity and employability  
1.2 Leadership of learning

**Strategies:**

- Through cluster STEM activities, work in partnership with local business to raise attainment in numeracy with improved understanding of skills, concepts and knowledge
- Develop the young workforce through engagement in STEM with a particular focus on ensuring a consistent approach to Digital Literacy and ensuring effective progressive pathways
- Improve equity and equality in STEM learning

**Progress:**

- Great progress has been made with STEM activities through Education Scotland Grant
- We have a digital leader in the school who has successfully delivered CLPL to all teachers on digital literacy
- We have engaged with early years to deliver a successful digital literacy programme which has supported transition. This will now form part of our yearly transition programme
- I pads have been used successfully to develop Literacy and English skills
- STEM activities have been set up with St Columba's High School with a particular focus on maths
- Staff from St Columba's High School and St Ninian's, St Joseph's and St Andrew's Primary School have been working collaboratively to deliver numeracy lessons with a focus on STEM

**Impact:**

- We have enabled the children to develop a greater understanding of employability skills
- Children have formed strong relationships with staff in St Columba's High School which supports transition
- Children have a better understanding of how digital technology can enhance learning
- Staff have developed their own skills in using digital when planning learning and teaching
- Learners able to apply skills in a range of contexts
- Through transition programmes there has been improved partnership working and collaborative planning between primary and secondary staff
- Improved pupil's confidence around transition

**Next Steps:**

- Create CPL prog to support the skills development of staff. This will include training from ClickView.
- Create a second digital champion
- Seek interest from parents on becoming a digital champion for the school

## **National priority: How we are ensuring Excellence and Equity?**

### **Key priorities for improvement planning 2019-2020**

#### **What is our capacity for continuous improvement?**

We consider we have very good capacity to improve and we will :

- Continue to effectively scrutinise data to ensure appropriate progress and pace for all.
- Ensure teachers use a range of different assessments to measure children's progress across the curriculum and work effectively with colleagues across the learning community to moderate standards.
- Ensure parents have regular opportunities to support improvement by participating in a range of formal and informal activities.
- Ensure children and young people are confidently engaged in reviewing their own learning and the work of the school.
- Continue to engage in professional learning activities for all staff which are linked to self-evaluation for continuous improvement.

#### **Response to Covid 19 Lockdown closure – March 2020 – June 2020**

We have demonstrated a really strong commitment to supporting our families during lockdown. We have received very positive feedback through our surveys. We have ensured that we have remained in contact with our families through regular communication. The SMT have made regular phone calls and used various forms of media to continue to ensure that our families had regular updates on the Lockdown situation and the recovery process. We sent out newsletters, emails and engaged through our email and app. We ensured that all families had access to IT and were able to provide a number of families with computers which had been donated to us by Caledonian Macbrayne. We identified families who required support and directed this support through the relevant agencies.

A Whats App group was created for all staff to ensure effective communication and to check on the welfare of staff. SMT supported staff where necessary. We created our own you tube channel and we used this as a means to lift the spirits of our families by posting videos and messages from staff and from class groups of children. Our wonderful

parents supported this by creating their own class videos to enable the children to continue with their sense of belonging and identity.

Our Home Learning Strategy was very well co-ordinated. Each class had their own TEAMS to communicate and work was uploaded on this platform on a weekly basis. There was a wide variety of learning with a focus on Literacy, Numeracy and Health and Wellbeing. Channels were created for each child to upload their work, engagement in each class was very high. The class teacher and support staff were engaging with children through TEAMS daily. Weekly tasks were also set by the DHT with fun literacy targets. Teachers also set up regular meetings with children through TEAMS and this was warmly received. Children engaged in these in small groups, providing them with the opportunity to share experiences during lockdown.

Engagement was monitored each week by the Class Teacher and a weekly report was sent to the SMT. This weekly report was actioned by the SMT with a phone call to parents to encourage engagement and to offer support or to celebrate achievements and successes. The phone call by SMT also offered reassurances to parents that we were not expecting full engagement all day, this was welcomed by our parents as many of them were struggling with work commitments and homeschooling their children.

Feedback from two surveys of parents and a survey of our children's views enabled us to adjust our home learning tasks where necessary. Engagement from each class was very high. Each class teacher completed a home learning tracker. Home Learning packs were made available to families who requested these and they were either delivered to the home addresses or picked up for the Moorfoot Hub. We left resources at the local grocery stores around Gourock and worked in partnership with the Gourock schools to ensure children had access to reading materials if required. 10 children from our school regularly accessed the Moorfoot Hub.

We created a Wellbeing Wednesday which was welcomed by families, where the children focused solely on their Mental and Physical Health and Wellbeing, we also included opportunities on a Wednesday for the children to participate in religious activities and consider how their faith would help them through this difficult time.

### **Key Achievements of the school**

- Silver Rights Respecting School Award
- Recognition from Education Scotland for using PEF to empower support staff to raise attainment and close the gap, a video was created and put on the National Improvement Hub as a model of good practice

- Our Primary 4 classes achieved success at the Inverclyde Music Festival in the poetry class
- Pope Francis Faith Awards for all Primary 7 pupils
- Primary 6 children worked in partnership with Binnie Street Nursery to enhance STEM skills in digital technology