

Context of the school:

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

Our school roll is 306 children across thirteen classes. Our new school, opened in 2018, is built over two levels and has fantastic outdoor learning areas. The school has a lift, making it fully accessible.

We have 17 members of teaching staff including Head Teacher, Depute Head Teacher and Principal Teacher. This includes thirteen full time teachers and one part-time teacher as well as a part-time Support for Learning teacher. We also benefit from eleven 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. Due to the current COVID-19 restrictions we have held regular meetings online and have been very creative with our approaches to transitions for both our new Primary 1 children and our Primary 7 children who are moving onto High School.

We have strong partnerships with the parishes of St Ninian's RC Church in Gourrock 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 provide our children with the best learning experiences whilst challenging them to be the very best they can be through developing and applying skills for learning, life and work in Inverclyde and beyond.

Our school motto is *'Teach with love and learn with pride'* created by one of our families

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 this year we have employed an additional 0.6 teaching staff enabling us to create smaller class sizes to ensure effective recovery from Covid-19 school closures as well as increase Support for Learning for targeted children across our school. We have further enhanced our additional support staff team empowering them to work in partnership with teachers to help reduce the attainment gap.

Our additional staffing has enabled us to place a strong focus on Recovery and Health & Wellbeing supporting children to have good mental health. 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.

Through carefully planned significant changes in approaches to interventions, due to COVID-19 restrictions, we have still maintained a positive impact on attainment in literacy and numeracy. This is evidenced and carefully monitored through scrutinising data from standardised assessments, formative assessment and periodic summative assessments.

These approaches have been identified in our updated exemplar of good practice which can be seen in Education Scotland's National Improvement Hub.

[Pupil Equity funding used to empower support staff to close the poverty related attainment gap in Inverclyde](#)

Review of progress for session 2020-21

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism Performance information	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions
School priority 2: Closing the attainment gap between the most and least disadvantaged children	
<u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children <u>NIF Driver</u> Assessment of children's progress Performance information School Improvement	<u>HGIOS?4 QIs</u> 2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Task/Action	
<ul style="list-style-type: none"> • Support the development of the key principals of remote learning to ensure all pupils experience high quality progressive learning • Ensure all staff are familiar with national and Local Authority Guidance on Remote Learning • Create school policy on Remote Learning • Signpost staff to access and make full use of National e-learning offer • Ensure adequate CLPL for staff on uploading live content • Ensure staff training of CClickView to ensure success of programme • Modify curriculum to reflect blended learning model and establish agreed delivery methods across the school • Maintain and develop tracking of engagement and progress when remote learning • Ensure effective levels of home/school communication via all available platforms • Ensure timely identification of gaps in learning when return to blended learning to ensure appropriate interventions are in place to support continuity of learning • Continue to ensure fully decode-able readers are accessible throughout the school for targeted support • Adapt targeted one to one and small group support to ensure COVID secure measures are in place 	

- Continue to embed Stages of Early Arithmetic Learning and make appropriate use of SEAL assessments for Phases 1-5 to identify gaps, inform planning, support interventions and raise attainment in numeracy
- Opportunities for stage partners to work collaboratively to help assist teacher judgements and appropriate range of assessment
- Evaluate SFL approaches to ensure co-planning, co-delivery, co-evaluating to enable challenge and support

Progress

- Our school's Remote Learning Policy was created in collaboration with SMT, staff and parents from the Parent Council. This was then shared with parents
- High quality progressive learning was offered to all pupils through Microsoft TEAMS
- Regular TEAMS meetings with staff provided opportunities for SMT to share national and local authority guidance on Remote Learning
- Using Insights on Microsoft Teams engagements/progress of each pupil was tracked, drilling down to identify content being downloaded. Where there was lack of engagement pupils were offered additional support and access to the HUB.
- Regular check-in calls took place between teachers and groups of children.
- SMT made check in calls with families to check on wellbeing and engagement.
- Microsoft Forms was used to survey parents, pupils and staff with a strong focus on wellbeing, engagement and communication.
- Staff engaged in CLPL on Class Notebook and Assignments in TEAMS to identify suitable ways of uploading pupils' learning in a secure way
- Regular assemblies by SMT provided opportunities for a focus on Wellbeing and promoting good mental health
- Formative and Summative Assessments were used effectively to identify gaps in learning as a result of Covid

Impact:

- Staff adapted practice to ensure a balance of recorded and live learning to ensure guidance was being met.
- High attainment was sustained in all classes.
- Staff made good use of ClickView and West Partnership resources to support the delivery of high quality learning to our pupils
- Supporting Learners was re-structured to ensure COVID-19 secure measures were in place to ensure safety for all. This included reshaping interventions, adjusting practice and collaboration when planning, delivering and evaluating

Next Steps:

- CLPL for all teachers on making effective use of support staff to ensure that Support Assistants are not being used as an informal teaching resource for low attaining pupils but will add value to what teachers do.

- CLPL for all support assistants to ensure they are helping pupils to develop independent learning skills and manage their own learning
- Through engagement in CLPL and time allocation with teachers, support assistant are fully prepared for their role in the classroom.
- Ensure effective IT systems are in place to enable appropriate platforms operate successful when within the school setting
- provide one to one support and small group support for targeted pupils to catch up and keep up
- continue to 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 for maths 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

Tasks/Action:

- 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
- Restructure pupil voice group
- Wellbeing curriculum will continue to be developed ensuring it is well planned and progressive with a focus on emotional wellbeing and building resilience following COVID - 19
- Develop approaches to nurture for children identified as requiring intervention to support their learning.

Progress:

- Our Mental Health Policy has been written to support becoming a *Mentally Healthy School*
- We are continuing to focus on moving towards our Gold Rights Respecting School Award
- Excellent well planned outdoor learning lessons enhance wellbeing
- Well planned assemblies follow the SHANNARI indicators and have a focus on mental health, resilience as well as recovery from COVID -19

- Children to continue to engage in MUGA MILE
- Seasons for Growth have been delivered 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
- Our pupil voice groups have been restructured and links made with social studies planner to ensure regular opportunities for pupils to lead initiatives within the school that are linked to the school curriculum.
- Member of OUTREACH support team have worked closely with class teachers to support identified children in class where appropriate or in small group and in particular prepare our P7 for transition
- New Health and Wellbeing plans have been established and are being used successfully
- All of our Primary 6 and 7 pupils have participated in the Pope Francis Faith Award this year
- Due to Covid Restrictions we have been unable to Engage parents as wellbeing ambassadors

Impact:

- Our school community have a better understanding of Mental Health and the impact that our mental health has on our wellbeing.
- Children regularly use language to describe their own and other people's emotions and how to put strategies in place to help support and self regulate
- Our pupils continue to develop an understanding of Children's Rights and how they can support others to access their Rights
- 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 understanding barriers and supporting learning.
- There has been improved attainment in children facing barriers to learning.
- Our new Health & Wellbeing plans have a clear focus on wellbeing indicators and have enabled a whole school approach to to use and understand the universal language of wellbeing indicators.
- Outdoor space has been used effectively to promote positive relationships and wellbeing particularly through loose parts play.
- 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

Next Steps:

- St Ninian's will continue with their journey to become a Gold Rights Respecting School.
- 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 continue to place a strong focus on Mental Health
- 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 employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School Improvement
Teacher professionalism

HGIOS?4 QIs

2.7 Partnerships
2.6 Transitions
2.23.3 Increasing creativity and employability
1.21.2 Leadership of learning

Tasks/Action:

- Develop a whole school and community approach to Learning for Sustainability
- Demonstrate a commitment to *Change for Good* in classrooms, school building, school grounds, homes, parishes, local area, across the country and throughout the world
- Through Laudato Si' schools ensure an 'ecological education' within our culture through classroom learning, whole school activities, outdoor activities, community ventures, charitable action, relationships
- Revisit school vision, values and aims
- working party of key staff to create a policy for outdoor learning in order to develop a consistent approach to Outdoor Learning in response to COVID 19
- Develop partnership working within our local community to promote outdoor learning and ensure high quality experiences
- Embed Children's Rights in teaching and learning throughout the school community and work toward Rights Respecting School Gold Award
- Engage parents in workshop to help develop understanding and benefits of outdoor learning

Progress:

- An outdoor learning policy has been created and shared with children, staff and our school community.
- We have worked with 'Friends of Cove Reservoir' to promote outdoor learning in our local community and have made contact with Clyde Muirshield Visitors Centre to help plan and deliver outdoor learning in our local community
- Active School have provided high quality orienteering sessions to all classes as well as lunchtime activity club for infants.
- The Laudato Si Schools has enabled us to begin working towards making a 'change for good' within our classrooms, school building and grounds, in our homes and local community.
- We have continued to make good progress towards our Gold Rights Respecting School Award

Impact:

- Our outdoor learning policy provides details of clear benefits of taking learning outdoors

- We have embedded outdoor learning into the school curriculum across the whole school
- Children's skills for learning, life and work have been developed through outdoor learning and in particular through 'loose parts play' where communication, team work, problem solving, risk taking and resilience have been developed.
- We have forged links with outside agencies to raise the profile of outdoor learning
- We have reached out to the local community to help us collect 'loose parts'. This has enabled us to work collaboratively with others
- Children have been empowered to take ownership of their learning
- Through sharing links and information we have provided parents with further knowledge on the benefits of outdoor learning whilst we have been unable to host workshops.
- Our school community have a structured approach to 'change for good' whilst learning about what needs to change in our world and how we can change for good. There has been a strong focus on change through the recovery from Covid-19
- Our children have a better understanding of the challenges we face in the world because of poverty, consumption of goods and disrespecting the earth and those who live on it.

Next Steps:

- Create CLPL prog to support the skills development of staff this will
- Create a second digital champion
- Seek interest from parents on becoming a digital champion for the school
- Develop the young workforce through building and applying their skills for learning, life and work through Cluster STEM project
- Increase practitioner engagement in STEM professional learning and increased practitioner confidence in STEM learning
- Increase pupil engagement in STEM learning throughout the school

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> • fully integrate digital technology across the curriculum.
2.3 Learning, teaching and assessment	Very Good	<ul style="list-style-type: none"> • Improving our classrooms whole school approach
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> • Outdoor Learning beyond school grounds • Mental Health • Learning for Sustainability

3.2 Raising attainment and achievement	Very Good	<ul style="list-style-type: none"> • Making effective use of support staff to help raise attainment and close the gap
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National priority: How we are ensuring Excellence and Equity?

- In P1 all children are achieving the curriculum for excellence level relevant to their stage in Listening and Talking, Writing, Reading and Numeracy. There is no gap between SIMD 1&2 – SIMD 3-10. Attainment in P1 is well above the authority average for numeracy and literacy
- In P4 almost all children are achieving the Curriculum for Excellence levels relevant to their stage in Reading, Writing, Listening & Talking and Numeracy. In P4 there is a 9.2% gap in numeracy between SIMD 1&2 – SIMD 3-10. Attainment in P4 is well above the authority average for numeracy and literacy
- In P7 almost all children are achieving the curriculum for excellence level relevant to their stage in Reading, Writing, Talking & Listening and numeracy. In P7 there is a 13.3% gap in reading and a 11.1% gap in writing between SIMD 1&2 – SIMD 3-10 Attainment in P7 is well above the authority average in maths and reading.
- Almost all pupils with free school meal entitlement (FME) are attaining expected levels for Numeracy, Reading, Writing, and Talking & Listening.
- Interventions are in place to support children with their learning who are entitled to FME and who are not attaining expected levels, to ensure relevant progress is being made.
- In 2020-2021 PEF funding ensured effective use of SFL and recovery teachers throughout the school engaging children with barriers to learning to become fully engaged with learning enabling them to make appropriate progress with their learning.
- All children who are engaging in support groups have raised attainment in literacy and mathematics. These children have demonstrated greater engagement within the class.

Successful Interventions which have helped to raise attainment this year:

- Additional SFL PEF teacher 0.6 – raise attainment and focus on promoting consistency of teaching and learning throughout the school.
- Additional PEF Support Staff working at Early Level
- Support For Learning with DHT

- PT as a coaching/modelling officer ensuring good practice and leading Support Staff to work with children through interventions to raise attainment
- Appropriate training for support staff
- Career Long Professional Learning opportunities for all staff
- Use of SEAL strategies throughout school
- Toe by Toe
- Seasons for Growth

2018/2019 National Data

	Talking & Listening	Reading	Writing	Numeracy
P1	87%	82%	79%	85%
P4	85%	78%	73%	77%
P7	86%	80%	74%	76%

National attendance was 94.5%

2018/2019 Inverclyde Data (all primaries)

	Talking & Listening	Reading	Writing	Numeracy
P1	90%	87%	83%	89%
P4	87%	80%	76%	80%
P7	86%	82%	74%	78%

Inverclyde Primary attendance was 94.2%

2018/2019 St Ninian's Primary School Data

	Talking & Listening	Reading	Writing	Numeracy
P1	100%	100%	100%	97%
P4	93%	93%	91%	88%
P7	94%	94%	94%	96%

St Ninian's Primary attendance was 96.1%

Key priorities for improvement planning 2021-22

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.
- Continue to engage in professional learning activities for all staff which are linked to self-evaluation for continuous improvement.
- Ensure teachers use a range of different assessments to measure children's progress in numeracy and literacy and ensure effective interventions are closely monitored and regularly reviewed to raise attainment and close the poverty related gap.
- Engage parents in learning through creating online workshops.
- Ensure children and young people are confidently engaged in reviewing their own learning and the work of the school.
- Create further opportunities for pupil voice through our pupil voice groups.

Response to Covid 19 Lockdown Closure 2 January 2021

Our Remote Learning Strategy was very well co-ordinated. In consultation with our Parent Partnership we created our school policy on Remote Learning and shared this with parents. 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. Live lessons were led by class teachers and recorded content was uploaded. The class teachers made good use of e-goil and west partnership content.

Engagement was monitored each week by the Class Teacher and SMT through Insights.. This weekly report was actioned by the SMT with a phone call to parents to encourage engagement and to offer support or access to the hub.

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. Insights was used to measure engagement. Home

Learning packs were made available to families who requested these and they were either delivered to the home addresses or picked up from school. (Total) children regularly used the hub within the school.

Wellbeing Wednesday focused solely on Mental and Physical Health and Wellbeing, also included were 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

- Successful transition back to school following Lockdown 1 & 2, prioritising safety for our school community
- Recognition of Safe Covid-19 return to Inverclyde Schools on CNN [CNN News - Scottish Schools Return following COVID-19 Lockdown](#)
- Recognition of Good Practice from Education Scotland National Improvement Hub, empowering Support Staff to close the Poverty Related Attainment Gap [Empowering Support Staff to Close the Poverty Related Attainment Gap](#)
- Recognition of ensuring success for all through [Adapting Supports for Covid-19 Recovery](#)
- Our work with West Partnership sharing the successes of [Moving Transitions Online](#)
- Winners of Inverclyde Schools Move award in partnership with Active Schools
- Pope Francis Faith Awards for all Primary 7 pupils