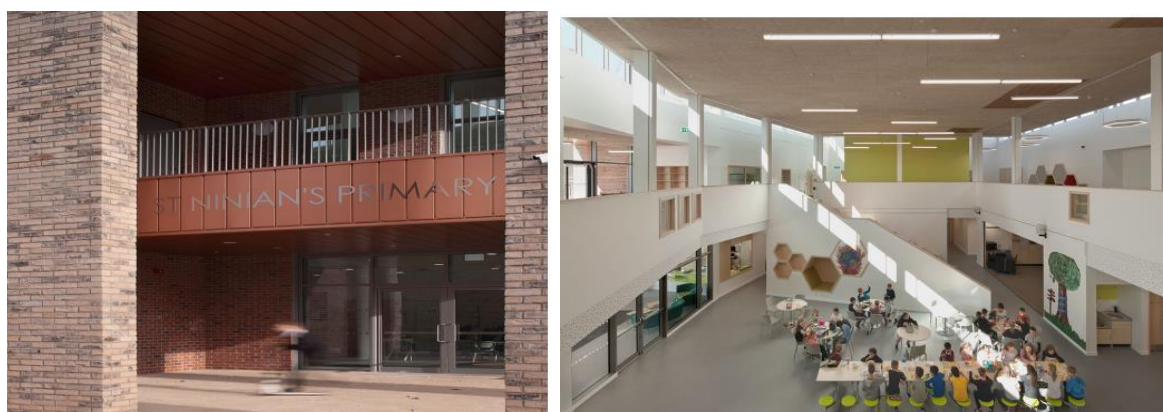




## St Ninian's Primary

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**Standards and Quality Report**

**August 2022-June 2023**

## Context

St Ninian's is a denominational school with a current roll of 131. St Ninian's is an integral part of the local community and works in partnership with St Quivox parish to help support our local community, where 1 in 4 people are over aged 65.

### *% Free school Meal & Clothing Grant*

School	2018/19	2019/2020	2020/2021	2021/2022	2022/2023
St Ninian's PS	11	13	20	22	24
Clothing grant	19	18	30	32	33

### *Attendance and exclusion stats:*

School	2018/19	2019/2020	2020/2021	2021/2022	2022/2023
St Ninian's PS	95	94	96	94	94
Authority	95	94	95	92	94

### *No/% of pupils by deprivation and poverty*

School	Q1	Q2	Q3	Q4	Q5
St Ninian's PS	13	25	30	33	32

St Ninian's is situated in the seaside town of Prestwick and is a five minute drive from Prestwick airport. We are fortunate enough for the children to be educated in an area with a wide variety of employment opportunities and recreational facilities

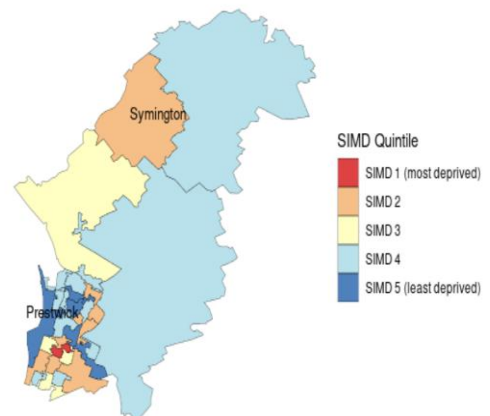
- ✓ Seven out of ten people in Prestwick aged 16 to 74 are economically active.
- ✓ Approximately half the people in work in the Prestwick Locality work in professional, associate professional or skilled trades.
- ✓ Unemployment is lower in the Prestwick locality than in the rest of South Ayrshire
- ✓ More than nine out of 10 pupils leave school for a positive destination (college, university, training or work).

### **Prestwick Population and detail on deprivation**

For the most recent time period published (2020) Prestwick Locality has a total population of 22,891 people.

19% of people lived in the least deprived SIMD quintile, and 2.7% lived in the most deprived quintile.

Figure 4: Map of Data Zones within Prestwick coloured by SIMD quintiles.



Source: Scottish Government, Public Health Scotland

## Prestwick North Education Campus



- 2022-2023 was an exciting year for St Ninian's Primary as we moved to an outstanding shared campus with Glenburn Primary and Prestwick North Early Years Centre. This state of the art facility is at the heart of the Prestwick Community and is the perfect place for our pupils to learn and thrive!

*"I love the colours in the new school and it is a great learning environment because of all the break out spaces and windows. We get a lot of opportunities to learn in different ways and in different areas and we have made lots of new friends."*  
**St Ninian's P7 Pupil**

*"Our new school has brought new smiles, new beginnings, new friendships and new opportunities to learn and grow. It gives us the incentive to be the best and shine in all that we do."* **St. Ninians Staff**

*"It's been a joy to watch the happiness of the children as they moved into their new, inspiring surroundings. As parents, we are delighted that our children are being educated in a stimulating and supportive learning environment and feel fortunate that the staff made the transition to the new learning space so smooth, productive and exciting for all. We look forward to developing our partnership with our friends at Glenburn Primary and enjoying the opportunities that a shared campus will bring."* **St. Ninians Parent Council**

## VISION, VALUES AND AIMS

### Vision

*We have a clear vision which has been developed with all stakeholders.*

St Ninian's is committed to excellence and equity, where all children are encouraged to be themselves and use their unique talents, skills and personalities to reach their full potential and be the best they can be. St Ninian's pupils learn to:

- ✚ Be Proud! Every child learns in an environment where they feel respected and valued;
- ✚ Learn without Limits! Young learners are inspired and motivated through the provision of engaging and challenging learning opportunities;
- ✚ Aim high! High expectations are shared by all. Progress and Achievements across the curriculum and beyond are widely celebrated;
- ✚ Work as a team! Team work is at the heart of meeting the needs of our young learners.



**Aim high! Learning without limits**

### Values

As a Catholic school, our Christian Faith and Gospel Values permeate all aspects of our school life. Having revisited our Values in session 17/18 and in consultation with parents, pupils, staff and our local community our school values are:

- ***Respect, Faith, Ambition, Kindness, Integrity.***

### AIMS

St. Ninian's aims to deliver **excellence** and **equity** for all by;

- ✚ *Working in partnership with parents, parish and school community to create a positive school ethos based on the UNCRC and the Gospel values.*
- ✚ *Nurturing unique talents and personalities. We celebrate diversity, creating respectful and confident members of society who strive to be the best they can be!*
- ✚ *Engaging and motivating learners by involving them in planning a stimulating and challenging curriculum for our pupils, which equips them with the skills necessary for learning, life and work.*

**Priority 1: To improve attainment, particularly in literacy**

**NIF Driver : Improvement in attainment**

**Closing the gap between the most and least advantaged children**

**Progress made**

Almost all teachers have had talk 4 writing training. P2,3 5 and 6 teachers have planned and moderated literacy lessons in cluster trios. All staff felt that the learning trios were beneficial and helped improve practice,

Analysis of SNSA data highlighted grammar and punctuation as a focus area. This was further highlighted in staff discussions as an area for focus. Looking outwards, we sourced a progressive programme and this is having a positive impact upon writing and reading. This is evidenced in classwork, GL, Baseline writing and SNSA data.

Active literacy is being used in all classrooms and all staff feel that this multi-sensory approach is improving spelling. Almost all classes have welcomed parents in to see active literacy and to work with their child/children.

Letterjoin, a cursive handwriting programme, is being used throughout the school and all teachers have noted an improvement in handwriting. 100% of dyslexic learners feel that this style of handwriting has helped their writing.

All staff have engaged in Call Scotland training to improve outcomes for learners with additional support needs. All staff have also engaged in dyslexia training. This has had a positive impact upon how ICT is being used to enhance learning and has resulted in improved confidence amongst pupils and improved outcomes for learners with additional support needs. The school, together with cluster schools, organised a parental information session led by Educational Psychologist on dyslexia, ADHD and Autism. 100% of the parents who attended said that they felt better informed and all parents who responded to the survey said that they felt the school supported dyslexic learners well.

The school continued with its intervention timetable. Interventions are delivered at set slots (first thing in the morning and last thing in the afternoon). All staff feel that this supports learners whilst ensuring that they do not miss key learning and teaching in class. Almost all learners know what skills the intervention is targeting and can confidently discuss their progress.

**Supporting Evidence**

**ACEL Data: Literacy for P1,4&7**

% pupils secure	17-18	18-19	20-21	21-22	22-23
Literacy P1,4 and 7	78	83	82	86	84

"The opportunity to visit other schools and observe lessons was a great way to share good practice." St Ninian's staff member.

**Accelerated Reader Update:**

P3	Average reading age change Aug - June: +0.08
P4	Average reading age change Aug 0 June: + 1:00
P5	Average reading age change Aug - June:+0:10
P6	Average reading age change Aug - June:+ 1:00
P7	Average reading age change Aug - June:+ 1:00

*School has 8 word millionaires with the first P3 achieving 1 million words.*

**Next Steps:**

- 0.5 Principal teacher appointed to raise attainment in literacy
- St Ninian's will continue to work towards becoming a reading school
- We will continue to work in cluster trios as all staff said that was beneficial and informed their practice but we will amend observation timings to include working with pupil focus groups and to engage in professional dialogue following the observation.
- All staff said they would like an input on giving feedback and we will use Education Scotland training materials to do this on the August Inservice day.
- All classes to engage in MYON project

**Priority 2: To improve attainment, particularly in numeracy**

**NIF Driver :Improvement in attainment**

**Closing the gap between the most and least advantaged children**

**Progress Made**

**Numeracy**

All support staff engaged in authority numeracy and maths training.

St Ninian's worked with Prestwick and QMA cluster colleagues to develop engaging activities for all pupils during Maths week. This also included opportunities for family learning and a photography competition.

P1, P4 and P7 teachers engaged in cluster collaborative working groups to plan, deliver and observe learning and teaching. All staff felt that cluster moderation helped to facilitate rich discussions and inform practice.

8 Pupils completed the University of Strathclyde Maths challenge. With 1 getting gold and 2 getting silver.

All staff attended outdoor learning course on May Inservice. Parents were also invited to attend the training.

P1 and P2 staff, together with Senior Leadership Team engaged in outdoor learning training.

**Supporting Evidence**

**ACEL Data: Numeracy for P1,4&7**

% of pupils secure	17-18	18-19	20-21	21-22	22-23
Numeracy P1,4 and 7	87	86	94	84	93

100% of pupils feel that being able to access concrete materials helps them learn.

All P1 and P2 staff said they felt more confident planning play experiences to develop numeracy skills.

**Next Steps:**

- Further develop Numeracy and Maths skills through outdoor learning. Pupil, parent and staff feedback have identified outdoor learning as a priority for 2023 – 2024.
- Principal Teacher to improve resources available to learners
- Principal Teacher to work with colleagues to identify best practice
- Principal Teacher to support teaching and support staff to ensure effective learning and teaching within the class
- Training for all staff on dyscalculia.



**Priority 3:Improvement in children and young people’s health and wellbeing**

**NIF Driver: Closing the attainment gap between the most and least disadvantaged children  
Improvement in children and young people’s health and wellbeing**

**Progress made**

Introduction of Emotion Works to all stages throughout the school. All teaching staff have engaged in online Emotion Works training. This will be extended to support staff and parents in 2023-2024.

All teaching and support staff engaged in zones of regulation and inclusive practice training. Classroom observations evidence a positive impact in almost all classrooms.

Our support assistant worked closely with active schools to provide a range of before school, lunch time and after school clubs. They targeted pupils affected by the poverty related attainment gap.

School offered before school, lunchtime and after school clubs to pupils of all ages, in addition to those for identified pupils. Active schools trained P7 pupils to deliver Junior Coaching Academy.

All teaching and support staff have engaged in autism training, ADHD training and supporting dyslexic learners. All staff feel more confident supporting learners with additional support needs and this remains an area for focus.

Children affected by loss or separation have been supported by Seasons for Growth. The children all said that it helped them but the next step is to ensure reliable data to measure impact. PE specialist and support assistant worked with active schools and local clubs to identify those with a pathway for upper primary pupils. We will build on this for 2023-2024.

5 children have worked with The Exchange and all parents and pupils feel that this has had a positive impact upon mental health and wellbeing.

PE specialist delivered training to staff across the authority, with St Ninian’s pupils modelling the learning.

Pupil groups have had a positive impact, as children explore Health and Fitness, their rights, ways they can help others and additional support needs. There is a wellbeing pupil group led by P7 and all staff and pupils feel that this is supporting targeted pupils. The next step is the collation of reliable data to measure impact.

**Supporting Evidence**

My school encourages me to take regular exercise	96%
My school encourages and supports me to look after my mental health	96%
There are opportunities to take part in events outside my classroom such as school clubs, activities, and sports	100%

In 2021/22 53% of pupils affected by the poverty related attainment gap do not attend clubs or participate in teams sports out with school. The lack of physical activity is more of an issue following lockdown. This increased to 67% but is still an identified gap when compared with whole school. Attendance tracked at clubs. This will be improved to track skills being developed.

In 2019/2020 58% of PEF pupils were achieving in HWB. This increased to 70 % in 2020/2021 and is 77% in 2021/2022. This has increased to 80% in 2022 -2023.

100% attendance at training and 100% of staff said it had a positive impact upon practice.

100% of children who attended said that it helped them.

Improvement in emotional literacy and readiness to learn.

Wellbeing Wednesday Walk has been successful in giving targeted pupils space and time to talk. All pupils who attend this said that they can talk about their feelings more when they are out walking. We would like to extend this and also invite parents once a term to this.

Whole school days included Tough Mudder, Fitness activities to support the Beatson and Sports Day. We also completed a mile a day in May to raise money for parent nominated charities. P6 and P7 participated in several transition sporting events at QMA, including a cluster football league.

School funded residential trip placements where required. P7 enjoyed 4 days in Inverclyde and P6 enjoyed 4 days at Dolphin House.

Next Steps:

- Continue to offer a wide variety of before/lunch time and after school sports.
- PE specialist, support assistant and active school to work with Identified pupils to offer affordable pathways to sports available in the local community.
- Staff training on LIAM
- Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter linked to theme 4 Our Health and Wellbeing
- All staff feel that Growth Mindset should be given a refreshed focus to improve resilience and this will be a focus for 2023-2024.



**Priority 4: Improved digital literacy from P4-7, equipping children with necessary skills for learning and life.**

**NIF Driver: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

**Progress made**

**Supporting Evidence**

My World of Work activities were completed in P7 and started in P6.

Learning blethers reflect that children are better able to link the skills being developed to the world of work.

Digital leaders shared the learning within their classes.

Pupil led assemblies/class lessons.

Call Scotland training shared with pupils to help them to be creative and enhance learning in other areas.

100% of pupils surveyed said that using digital technology supports their learning.

Pupils using assistive technologies with increasing independence to enhance learning in other areas. This has had a positive impact, particularly on writing attainment.

Whole school science showcase to evidence progression through the levels.

High parental attendance and feedback from staff, parents and pupils all indicate that this helped develop science skills and parents felt more involved in their child's learning.

Wider achievements are shared with the whole school community through a weekly highlights diary.

Number of pupils featuring in our wider achievements highlights. The next step is to track the skills being developed and link these to lifelong learning.

**Next Steps:**

- Audit staff skills and arrange training to ensure challenge for more able learners.
- ICT time to be used to develop digital skills.
- Reintroduce skills led parental masterclass.

**Priority 5: Serving the Common Good using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work.**

Progress made	Supporting Evidence															
<p>Children are encouraged to treat each other with respect and any bullying incidents reported are investigated and handled in line with our better relationships policy.</p> <p>Younger children are supported by reading and playground buddies.</p> <p>Parents and pupils are asked to nominate charities we can support.</p> <p>Laudato Si group lead whole school event to support UNICEF to help those affected by natural disasters.</p> <p>Worked with cluster school to raise awareness of nominated charities through cluster concert and Missio Walk.</p> <p>Increase in Children celebrating their religion and sharing celebrations which have taken place out with school at assembly.</p> <p>Increase in awareness of other world religions.</p>	<table border="1" data-bbox="794 398 1329 515"> <thead> <tr> <th></th> <th colspan="4">Pope Francis</th> </tr> <tr> <th></th> <th>18-19</th> <th>20-21</th> <th>21-22</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>%of pupil achieved.</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>98% of pupils fee that the school deals with complaints about bullying seriously.</p> <p>Over £6000 raised for the Beatson and over £1000 raised for Ronald McDonald House and the Royal Children’s Hospital. Over £2500 raised with Glenburn for Ayrshire Hospice.</p> <p>Money raised to support UNICEF</p> <p>Pupil and parental engagement in cluster Mass and mission walk.</p> <p>Evidenced at photos shared at assembly.</p> <p>Families came in to celebrate Diwali with P5.</p>		Pope Francis					18-19	20-21	21-22	22-23	%of pupil achieved.	100%	100%	100%	100%
	Pope Francis															
	18-19	20-21	21-22	22-23												
%of pupil achieved.	100%	100%	100%	100%												

**Next Steps:**  
 Continue to support local charities and those who support families within our school  
 Develop intergenerational links through the community.

## Evaluation Summary

### Leadership of Change (1.3)

#### Developing a shared vision, values and aims relevant to the school and its community.

Our vision and values were revisited in 2021/2022 as we prepared to move to Prestwick North Education campus. The whole school community felt proud of our vision and values and all staff, pupils, parents and parish agreed that it was a key priority to retain our strong values and clear vision as we moved to the shared campus. All staff and pupils feel that we have retained this commitment as we have settled into our new school building. 100% of parents who responded to our survey feel that the school is well led. Through an effective House Point System the children are encouraged to live our values, putting their faith into action and 100% of surveyed parents felt that the school encourages children to treat each other with respect.

Through consultation with staff, parents and pupils we implemented a new uniform. All parents, pupils and staff feel that this uniform change supports our determination to be proud of our school.

We have embraced the opportunity to work in partnership with Glenburn Primary School and Prestwick North Early Years to create a community at the centre of Prestwick. All staff, pupils and parents have worked to identify opportunities to work together to have a positive impact upon our community and we will continue to seek opportunities to further strengthen our campus community.



#### ***Aim high! Learning without limits***

#### Strategic Planning for continuous improvement.

The Senior Leadership Team have led staff and parents through an effective self-evaluation process using a range of robust and reliable data to ensure they have an informed understanding of the school and community context. Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities and staff leadership roles are established through an effective PRD process. Pupils enjoy weekly learning blethers with the senior leadership team where they use How good is OUR school to evaluate the school. They then share these evaluations with their pupil groups to drive forward St Ninian's School Improvement Plan. 100% of children feel that they have a say in school improvements and in a recent parental survey 98% of parents who responded felt that the school considered their views when making changes and we will build on this moving forward to drive continuous improvement in St Ninian's Primary.

#### Implementing Improvement and Change.

Through a collaborative approach to creating our plan for improvement, staff at all levels take responsibility for implementing change and promoting equality and social justice. Senior leaders promote and support innovation, creativity and practitioner enquiry which lead to positive change and we will continue to protect time for this in the working time agreement. We have worked with Educational psychologist to develop our understanding of assessments to monitor impact upon our learners.

## 2.3 Learning, Teaching and Assessment

### Learning and engagement

During HT learning blether, pupils use How Good is Our school to self-evaluate and identify school improvements. Almost all children said they feel involved in planning their learning and that the teacher listens to their views and opinions when deciding what to learn. We will continue to build on this good work by ensuring all teachers receive timely feedback from the learning blethers and that all children are involved in setting learning targets. Pupils will also be part of classroom observations with a focus on learner engagement.

All members of the senior leadership team and P1-3 teaching staff have engaged in play-based learning training. Resources have been purchased to provide richer play-based learning experiences for all children and we will continue to work on the use of an effective assessment system to track learner progress in P1-3.

Outdoor learning has been identified as a priority by staff, pupils and parents but discussions with staff indicated that they lacked confidence planning in this area. All staff and some parents participated in Outdoor learning training and time as been provided for teachers to work in pairs to plan and deliver outdoor lessons to raise staff confidence.

Children are encouraged to contribute to the wider life of the school. P7 pupils take on leadership roles through junior coaching academy and lunchtime clubs. All pupils from P4-7 have had the opportunity to attend sporting event to represent the school. All pupils said that they enjoyed these events and felt proud to represent St Ninian's. They also said they felt it was a great opportunity to meet other children. Cluster pupil voice groups have enjoyed opportunities to meet up and share good practice. St Ninian's also performed well in the Euro Quiz and they were joint winners of the Rotary Quiz. In addition, we have supported numerous charities throughout the year including SCIAF, UNICEF, Beatson, Ayrshire Hospice and The Royal Children's Hospital. St Ninian's is also proud to work in partnership with Glenburn and to be part of the Joint Campus Choir which has performed in the community. 100% of pupils surveyed in P4-P7 agreed there are opportunities to take part in events outside the classroom such as school clubs, activities, and sports.

Children's achievements within and out-with school are recognised and celebrated at assembly each week. They are shared with parents in a weekly highlights newsletter. We have begun to link the skills developed at their wider achievements to lifelong learning and the world of work.

### Quality of Teaching

All staff use professional reading to inform practice and training to improve practice. Effective questioning and use of MTV strategies help children to develop higher order thinking skills and articulate their learning. All pupils surveyed in P4-7 said that the school considers how they learn best.

All staff said that planning with cluster colleagues helped to facilitate rich professional dialogue and ensured shared high expectations across the cluster. Feedback from observed lessons has been used by all staff to improve learning and teaching within the classroom. We will continue to work on cluster trios.

Almost all staff have engaged in Education Scotland Differentiation training and differentiation is evident in all classes. Learners are able to discuss areas where they need support and challenge and this feedback is built into planning.

Staff training has focused on the importance of timely and focused feedback and we will continue to focus on this. All pupils from P4-7 surveyed said that feedback received from staff helped them to set targets and improve learning and staff have begun to share the benchmark the children are working on with them, making target setting more focused.

### Effective use of assessment

Assessment is integral to our planning of learning and teaching. Assessment approaches are matched to the needs of the learners and ICT is used effectively to allow children with additional support needs to demonstrate progress in their learning. Children have the opportunity to showcase their learning in a variety

of contexts. All teachers share assessment feedback with staff and pupils and use it to set targets and plan learning. There is evidence of peer and self-assessment in all classes.

SLT support staff to analyse data and assessment evidence to effectively track and monitor in line with our cluster tracking and monitoring policy. Our staff use a range of evidence well to inform teachers professional judgement and to identify learners requiring additional support. Staff are able to identify specific areas where support is needed, ensuring learners are given the most effective intervention to support their progress.

We have had 3 parental information sessions focusing on assessment and 93% of parents who responded to our survey feel that they understand how their child is assessed. Our valid and reliable assessments are used to report to parents and all parents who responded to our survey said that they received timely reports and updates which inform them of their child's progress.

### Planning, tracking and monitoring

In almost all classes the children are involved in planning their learning and this will continue to be a focus to ensure engaging and motivating learning experiences for all. This year there has been a further increase in support assistant contribution to planning, tracking and monitoring. All staff feel that this has been a success. Effective planning ensures that the needs of all learners are met across all curricular areas and curricular overviews are shared with parents at the beginning of every term. This gives parents an insight into the planned learning.

In addition to the termly tracking and monitoring meetings led by the senior leadership team, all staff engage in daily evaluations which are used to identify any pupils requiring additional support or challenge. This has proved to be very effective to plan learning and interventions.

Pupils entitled to the pupil equity fund have an additional tracking document which allows staff to identify attainment gaps and plan the most effective support to close the gap

### 3.1 Ensuring Wellbeing, Equality and Inclusion

#### Wellbeing

Positive relationships are central to the work of the school. The whole school community works hard to embed our values and create a culture of respect.

Children can talk confidently about their rights and are aware of situations where children's rights are not being respected. They have worked to support those countries affected by poverty, war and natural disasters.

Staff and partners have created an environment where all children feel listened to. They feel cared about and all children feel they can discuss personal and sensitive aspects of their lives.

Through Emotion Works and the use of zones of regulation children are more able to discuss their emotions.

Pupil Feedback:

Staff treat me with respect	96%
Other pupils treat me fairly and with respect	98%
My school encourages me to take regular exercise	96%
My school encourages and supports me to look after my mental health	96%
There are opportunities to take part in events outside my classroom such as school clubs, activities, and sports	100%

#### Fulfilment of Statutory duties

All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. The Team around the Child process is used to ensure all partners work together to improve outcomes for all.

All staff engage in Child Protection training on the first in-service day and any new staff or students are given this presentation as part of their induction.

The senior leadership team is in the process of completing the online NSPCC Child Protection training course.

#### Inclusion and Equality

Pupil feedback:

My school is inclusive and treats everyone including those of different race, religion, sexual orientation etc., equally	98%
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Effective planning is in place for children facing additional barriers to learning including those who benefit from Pupil Equity Funding (PEF). Parents and children contribute to this planning process. These plans are subject to regular review, the outcomes of which are used to inform the effectiveness of interventions. Data is shared with staff and parents and used as a foundation to determine pupil equity fund priorities. The health and wellbeing gap identified has been a priority and the gap has closed from 70% of pupils achieving in HWB in 2020-21 to 77% in 2021-22 to 80% in 2022-23.

Through assemblies and class teaching the children are knowledgeable about equalities and inclusion and class novels have been sourced to help children explore equality and inclusion.

All teachers have engaged in training and professional reading to improve their understanding of barriers to learning. Children with additional support needs agree specific targets with their teacher and these are shared with parents. These targets are in a child friendly format and pupils are asked to self-assess to measure progress. All staff working with the pupils have an input into these targets and have responsibility for supporting pupil progress. The school do a lot of targeted support including literacy morning clubs and after school maths support. There are also a wide range of health and wellbeing activities.



### 3.2 Raising Attainment and Achievement

#### Attainment in Literacy and Numeracy

Children across our school are making very good progress in literacy and numeracy. Children not achieving are identified, interventions are delivered and progress monitored. Teachers are becoming more confident identifying pupils requiring challenge. Through working collaboratively with our Pupil support teacher, all staff feel more confident in the dyslexia identification process and some staff feel more confident in the dyscalculia identification process.

In 2023-24 there will be two 0.5 PT posts with responsibility for raising attainment in literacy and numeracy. Opportunities for children and parents to learn together will be created termly to help parents support their child's learning as this was identified as an area for development in our parental survey.

#### % of P1 pupils achieving Early level and above

School	2018-19				2020-2021				2021-2022				2022-2023			
	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths
St Ninian's PS	85	85	100	95	86	71	90	100	85	85	92	85	91	87	96	91
Authority	86	84	90	90	79	77	87	84	76	72	83	81	82	80	87	86

#### % of P4 pupils achieving First level and above

School	2018-19				2020-2021				2021-2022				2022-23			
	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths
St Ninian's PS	85	85	100	95	94	88	94	88	90	85	95	85	87	80	100	87
Authority	86	84	90	90	75	69	87	84	76	72	83	80	78	72	86	77

#### % of P7 children achieving second level or above

School	2018-19				2020-2021				2021-2022				2022-2023			
	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths	R	W	L&T	Maths
St Ninian's PS	85	85	100	95	100	92	100	92.3	96	87	100	83	94	89	100	100
Authority	86	84	90	90	75	69	83	76	73	64	80	73	78	73	85	78

### Attainment over Time

We are starting to use the South Ayrshire Attainment tracker to improve the tracking of individual pupils over time.

### Overall quality of learners' achievement

Overall, St Ninian's pupils are confident and successful learners. They continually seek ways to contribute more to the community and to be responsible. Their achievements are celebrated at assembly and children participate in pupil voice groups. These groups change to reflect the targets of the school and pupil interests and our next step is to gain recognition awards for the hard work our staff and pupils do.

- Pupil Council and Rights Respecting
- Inclusive Practice
- Laudato SI Group (joined with ECO group)
- Digital Champions
- Sports Council
- Wellbeing and Positive mindset

### Equity for all learners

Attendance levels remain high, stable and similar to the authority averages over the past five years. There have been no exclusions in the last three years.

Effective intervention strategies are in place to support targeted children. Robust tracking and monitoring identifies and supports the most vulnerable children in order to raise attainment. All children are aware of their smart targets and almost all pupils can engage in discussions about their learning progress.

In 2023 100% of P7 children have achieved the Pope Francis Faith Award. We have a strong partnership with the Parish of St Quivox and Fr Latham shares the responsibility of the pastoral care of staff, parents and pupils. We have worked with the Parish to support SCIAF and have jointly planned school and cluster events.

Pastoral care is a strength of the school. Staff and pupils care for one another and surveys indicate that everyone in our school community feels valued. Values are displayed clearly and we learn in a culture of trust and respect. Staff, pupils and parents have all benefited from training sessions on dyslexia, ADHD and Autism delivered by our Educational Psychologist. Almost all staff feel more confident identifying possible dyslexic learners and through use of zones of regulation and Emotion works all staff feel that their pupils are better able to identify and manage their emotions. Our pupil support teacher has supported staff to improve their practice and to create a more inclusive classroom. All pupils said they feel valued and respected.

All staff have now participated in Call Scotland Training designed to ensure a more inclusive, equitable classroom where ICT is used to support all children with additional support needs. Our digital champions share the learning from their pupil group with the rest of their class and children are using ICT more effectively to enhance learning.

Pupil Equity Fund is used effectively and more robust approaches to tracking were developed and implemented last year. We used our Pupil Equity Fund to deliver sessions for Growth to pupils suffering as a result of separation or loss and to deliver increased sporting opportunities to targeted pupils. Both of these approaches have had a positive impact upon our pupils and we will continue to build these into our improvement plan and to ensure reliable data is collated pre and post intervention to effectively measure impact.

### Overall school evaluations

Quality Indicator		School's Evaluation
1.3	Leadership of Change	Good
2.3	Learning, Teaching & Assessment	Very Good
3.1	Ensuring wellbeing, equality and inclusion	Very Good
3.2	Raising Attainment & Achievement	Very Good

### **What are the key priorities for improvement in 2023-2024**

Positive Health and Wellbeing continues to be a priority. Our staffing is structured to allow our Health and Wellbeing Champion out of class to deliver sessions for growth and a drop-in session for all pupils. We have also worked collaboratively with staff at Glenburn to plan more sporting opportunities for our pupils. This year we have identified resilience and developing a growth mindset as a priority.

An analysis of our data indicates that raising attainment in maths continues to be a priority. We have identified a 0.5 Principal Teacher responsible for raising attainment in numeracy. This staff member will work collaboratively with SWEIC, Prestwick cluster and Queen Margaret cluster groups focused on raising attainment in numeracy.

An analysis of our data indicates that raising attainment in writing continues to be a priority. We have identified a 0.5 Principal Teacher responsible for raising attainment in literacy. We will continue to plan and moderate literacy within cluster trios as all staff feel that this has a positive impact upon learning and teaching and provides a focus for rich professional dialogue aimed at improving outcomes for all learners. We are continuing to work towards becoming a Reading school, self-evaluation has been completed involving all stakeholders and we have started on our journey.

Outdoor learning has been identified as a priority to develop literacy, numeracy and lifelong learning skills.

### **Schools Capacity for Improvement**

Pupil Equity fund will be used to fund two 0.5 Principal Teacher posts, focused on raising attainment in numeracy and literacy. Through 0.4 additional staffing allocated from the authority, Principal Teachers will have protected time to lead staff, pupils and parents in rigorous self-evaluation, looking outwards for good practice and supporting staff to improve outcomes for all learners.

Pupil Equity Fund will be used to fund additional support assistant hours, allowing literacy and numeracy interventions to be delivered to close the attainment gap. These are at timetabled intervention slots and 100% of staff and pupils feel that this is a better mode of delivery.

Pupil Equity Fund will be used to target pupils not achieving at Health and Wellbeing and not accessing clubs within the local area. This will build on the good work completed last year, where we increased our pupils affected by deprivation achieving at health and wellbeing to 80%. Target for 2023-24 will be 85%.

As a result of the additional staffing allocated from the authority, funding from the Pupil Equity Fund and the support from parents and the wider school community, we are in good position to continue to drive the curriculum forward, inspire our pupils, raise attainment and improve outcomes for all of our young learners.