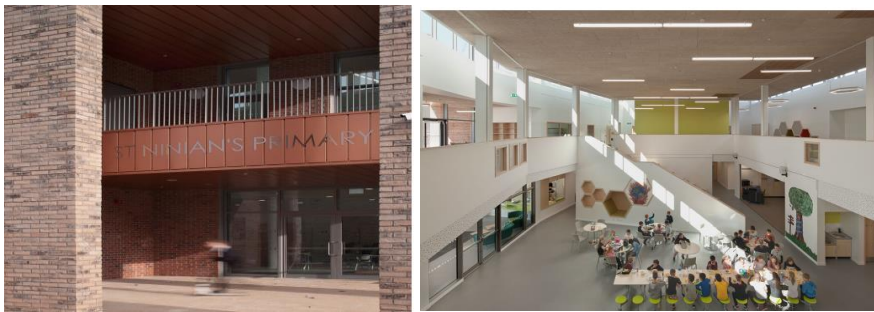




Aim High! Learning Without Limits!



St Ninian's Primary



Standards and Quality Report

August 2024-June 2025

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	2020/2021	2021/2022	2022/2023	2023/2024
St Ninian's PS	20	22	24	23
Clothing grant	30	32	33	23

Attendance and exclusion stats:

School	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
St Ninian's PS	94	96	94	94	95
Authority	94	95	92	94	

Commented [MJ1]:
Commented [MJ2R1]:

No/% of pupils by deprivation and poverty

School	Q1	Q2	Q3	Q4	Q5
St Ninian's PS	9	21	23	27	20

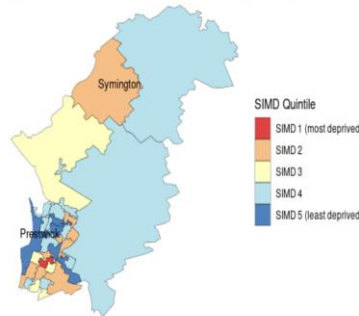
St Ninian's is situated in the seaside town of Prestwick and is a five-minute drive from Prestwick airport. We are fortunate enough for the children to be educated in an area with a wide variety of employment opportunities and recreational facilities

- ✓ 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

Vision, Values & Aims

Vision

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, promoting creativity and curiosity.
- 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 22/23 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 in literacy					
NIF Driver : Improvement in attainment					
CI71osing the gap between the most and least advantaged children					
Progress made	Supporting Evidence				
<p>There has been good progress made in literacy and St Ninian's continues to be above the authority average. All P3-7 teachers have engaged in professional learning delivered by the authority and 100% feel that it has improved their practice. HT learning blethers indicate that writing for enjoyment has increased throughout the school.</p> <p>P1, P4 and P7 teachers engaged in cluster collaborative</p>	ACEL Data: Writing for P1,4&7				
	% of pupils secure	20/21	21-22	22-23	23-24
	Writing P1,4 and7	82	86	84	82
	SA P1,4 &7	71	73	78	80

writing working groups to plan, deliver and observe learning and teaching. All staff felt that cluster moderation helped to facilitate rich discussions and inform practice. All staff engaged in Bruce Robertsons Power Up Pedagogy to identify the key components of a high-quality lesson.

In 2023 -2024 we built on previous work in establishing a culture of reading for pleasure throughout the school. Our Reading Pupil Voice group completed an audit on our library and sourced more books, including dyslexia friendly books and books which are a more accurate representation of the diverse cohort of our school.

PT led staff working party on analysing Accelerated Reader and to identify pupils requiring support and challenge. All staff feel more confident using this to agree next steps with learners.

Pt worked with some staff to deliver parent and children workshops designed to highlight the importance of modelling reading and ways to establish a reading for enjoyment culture within the home. All parents who attended felt the workshop helped them to better support their child at home.

The school have received positive feedback regarding the morning reading club for parents and children.

Almost all staff and all of the senior leadership team attended block play course and all teachers feel that it has helped to develop communication skills amongst their pupils. Dyslexia and Inclusive Practice

All children throughout the school have had the opportunity to perform in a school performance in front of an audience. 98% of pupils feel that this has developed their confidence and literacy skills.

16 pupils have been assessed as dyslexic learners and of those pupils 69% of them are achieving at reading. All staff feel that they are using ICT more effectively to support ASN learners.

% of pupils secure	20/21	21-22	22-23	23-24
Reading P1,4 and 7	92	91	88	88
SA P1,4 & 7	76	79	82	85

100% of staff who attended said that it improved their learning and teaching as they were placed in the role of the learner. There were so many ideas to inspire and motivate learners." (Class teacher)

Reading schools Award Achieved

There are currently 5 word millionaires throughout the school, ranging from P4-7.

"Reading with my child in the open area before school starts is a lovely calming way to start the day. They love the quality time with me." (Parent feedback)

Dyslexia Inclusive Practice Award achieved in May 2024.

My school takes part in awareness raising around dyslexia.	100%
My school has a positive approach to dyslexia	100%
I am given information about dyslexia in a way i understand	94%
I am happy to talk about dyslexia and what strategies help me.	100%
I can talk about my learning, my strengths and what areas I find more challenging.	100%

- To improve assessment process for writing and engage in moderation with cluster.
- All staff to engage in Science of Reading Professional learning delivered by South Ayrshire Reads.

Priority 2: To improve attainment, particularly in numeracy

Closing the gap between the most and least advantaged children

Progress Made

PT has ensured all pupils have access to concrete materials and that all staff encourage the pupils to use these.

PT has delivered professional learning to all staff, teaching and support staff and all teachers feel more confident using concrete materials to improve learning and teaching.

All support staff engaged in authority numeracy and maths training delivered by Scott Morrow, Numeracy Development Officer. 100% of support staff said that it helped them understand the importance of concrete materials to establish strong foundations and make connections. They all said it has improved their teaching when working with target pupils.

PT developed engaging activities for all pupils during Maths week. This also included opportunities for family learning and a presentation on concrete pictorial abstract approach.

All support and teaching staff engaged in professional learning with staff from Glenburn on how to recognise signs of dyscalculia. The training offered opportunities for rich professional dialogue. Principal teacher trained staff on how to use diagnostic assessment tool on Sumdog to set personalised targets for all pupils from P3-7.

Outdoor learning: Following training, all staff work with partners to plan and deliver engaging outdoor lessons designed to promote literacy, numeracy and critical thinking skills.

Supporting Evidence

ACEL Data: Numeracy for P1,4&7

% of pupils secure	20-21	21-22	22-23	23-24
Numeracy P1,4 and 7	94	84	91	89
SA Numeracy	77	80	83	85

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

100% of parents who attended said that they had a greater understanding of the importance of concrete materials. "I used to discourage my child from using counters and cubes as I thought this meant that the maths was too hard for them. The school have given me a pack of materials home and I will use it to help them with homework."

Next Steps: Further family learning events.
Better use of assessment data to target set and deliver targeted interventions.
Further training on Identification of 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

St Ninian's received their Silver Rights Respecting Award and is on track to achieve gold by October 2024.

All classes use Emotionworks and zones of regulation to develop emotional literacy. Almost all classes engaged in Emotionworks parental workshops with incredibly positive feedback.

All classes protect time for emotional wellbeing check in. Visuals used to support communication with children requiring support.

Almost all staff engaged in SAMH training and all P6 and P7 pupils engaged in pupil workshops to help manage anxiety. Parents also engaged in parental workshops.

Supporting Evidence

I feel safe when i am at school.	100%
My school encourages me to take regular exercise	100%
I have someone in my school i can speak to if I am upset or worried	95%
My school is helping me become more confident	95%
My school teaches me how to lead a healthy lifestyle	99%
There are opportunities to take part in events outside my	100%

<p>All Primary 7s engaged in positive psychology to enhance transition. A target group of pupils from P6 and P7 engaged in Cognitive Behavioural Therapy delivered by Educational Psychologist.</p> <p>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. Visuals are used consistently throughout the school and all classes have 'smiley boxes' with resources to help learners with additional support needs.</p> <p>Our support assistants and teaching staff offer a range of before school, lunch time and after school clubs. They target pupils affected by the poverty related attainment gap. PE specialist and one of our Support assistants have developed a wider achievement passport. All children's achievements in extra-curricular clubs, both in and out of school are tracked, linked to the meta skills and celebrated.</p> <p>School funded residential trip placements where required. P7 enjoyed 4 days in Inverclyde and P6 enjoyed 4 days at Dolphin House.</p> <p>Following discussions with upper school pupils and parents, Internet safety and the safe use of social media were identified as one of the main contributing factors to anxiety for pupils. We worked in collaboration with campus police officer and Community Safety officer to deliver inputs to pupils and parents on the safe use of social media.</p>	classroom such as school clubs, activities, and sports	
	There are lots of chances at my school for me to get regular exercise	95%
	I have the opportunity to discuss my achievements out with school with an adult in school who knows me well	95%
	100% attendance at training and 100% of staff said it had a positive impact upon practice.	
	66% of pupils entitled to the pupil equity fund attended one or more out of school clubs.	
	In 2019/2020 58% of PEF pupils were achieving in HWB. We have built on this each year and in 2023/2024 HWB attainment is 82%.	
Next Steps:		
<ul style="list-style-type: none"> • Staff training on LIAM • PE specialist to work with pupil group on a podcast • Embed Wider Achievement Tracker. 		

<p>Priority 4: 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.</p>																			
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>Laudato Si group lead whole school event to support UNICEF to help those affected by natural disasters. The group organised a very successful fundraiser. Parental support is overwhelming for all charitable events.</p>		<table border="1"> <tr> <td>Other children behave well</td> <td>95%</td> </tr> <tr> <td>My school helps me to understand and respect people</td> <td>100%</td> </tr> <tr> <td>Staff treat me fairly and with respect</td> <td>100%</td> </tr> </table>	Other children behave well	95%	My school helps me to understand and respect people	100%	Staff treat me fairly and with respect	100%											
Other children behave well	95%																		
My school helps me to understand and respect people	100%																		
Staff treat me fairly and with respect	100%																		
		<table border="1"> <tr> <td></td> <td colspan="4">Pope Francis</td> </tr> <tr> <td></td> <td>20-21</td> <td>21-22</td> <td>22-23</td> <td>23-24</td> </tr> <tr> <td>%of pupil achieved.</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table>				Pope Francis					20-21	21-22	22-23	23-24	%of pupil achieved.	100%	100%	100%	100%
	Pope Francis																		
	20-21	21-22	22-23	23-24															
%of pupil achieved.	100%	100%	100%	100%															
		<p>Pupil and parental engagement in cluster Mass and mission walk.</p>																	

<p>Some staff participated in a series of Masses and pilgrim walks with cluster colleagues.</p> <p>The whole school now attend Mass on the first Thursday of every month and take more responsibility for hymns.</p> <p>All cluster primaries participated in cluster carol concert.</p> <p>Increase in children celebrating their religion and sharing celebrations which have taken place out with school at assembly. Further Increase in awareness of other world religions.</p>	<p>Evidenced at photos shared at assembly.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Focus on spiritual development of staff - IMPACT ON PUPILS Focus on creating a community of faith 	

Evaluation Summary

Leadership of Change (1.3)

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

All staff are committed to ensuring that we achieve the highest possible standards and success for all learners. Our vision and values were revisited in 2021/2022 through active collaboration, giving the whole school community ownership. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. Our values are discussed every week at assembly and children are encouraged to live the values through reflective conversations and recognition through the house point system.

100% of parents who responded to our survey feel that the school is well led.



Aim high! Learning without limits

Strategic Planning for continuous improvement.

The Senior Leadership Team continue to 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, where professional learning is identified through school improvement priorities.

Almost all staff embrace leadership opportunities and work collaboratively with colleagues to drive improvements across the school and all staff feel that they are encouraged to be creative and innovative.

Through pupil voice groups, almost all pupils are involved in identifying areas for development and working collaboratively to create a strategic plan to deliver improvements. Almost all pupils can discuss the impact of their leadership role throughout the school. All pupils participate in Learning Blethers with the senior leadership team where they used How good is OUR school to evaluate the school. These evaluations are then shared with staff and parents via the newsletter to drive forward improvements.

Parents	The school takes my views into account when making changes	97%
Pupils	The school listens to my views and takes them into account.	98%

Moving forward, staff, pupil and parent leadership roles will be displayed at the entrance and on the website.

Implementing Improvement and Change.

Driven by pupil, staff and parent voice and an effective analysis of data, our school Improvement plan focuses on 3 clear priorities. They are clearly displayed and presented in a pupil and parent friendly format with protected time for self-evaluation. School Improvement planning is a standing item on our Pupil voice agenda and our parent council agenda. We work in partnership with cluster primaries to drive forward shared priorities.

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.

All staff have a real understanding of our pupil and community and all teaching staff engage in practitioner enquiry to implement evidence- based strategies to mitigate barriers to learning and deliver stretch aims agreed with the senior leadership team.

P4-7 Pupil response	I feel that my teacher knows me well and listens to me	100%
Parent response	I feel staff really know my child as an individual	98%

2.3 Learning, Teaching and Assessment

Learning and engagement

St Ninian's is proud of its welcoming and nurturing ethos. All pupils who completed the survey said that they enjoy coming to school and 98% of parents feel that their child enjoys coming to school. Gospel values and positive relationships permeate the daily life and work of this community of faith and learning. Almost all children demonstrate a good understanding of how gospel and school values are linked to the school house point system and this supports them to develop and practise respect for themselves and others. Their involvement in committees enables them to positively influence decision making about school and this is now being extended to the wider community.

In classes, most children cooperate well with each other and demonstrate good communication skills. In all classes, there is evidence of effective use of MTV strategies to encourage children to articulate their thinking and engage in opportunities for purposeful collaborations which add to the quality of learning and teaching.

In almost all classes children feel involved in planning some learning and show an enthusiasm for taking increased responsibility for their learning. We have introduced a policy for delivering feedback and target setting and staff and pupils are beginning to use feedback effectively to measure progress and identify next steps. This will continue to be a priority in 2024-2025 as we involve P7 pupils in monitoring learning and engagement as part of the observation schedule.

Our digital champions have worked with South Ayrshire Council technology support to access resources and improve digital learning. Children at all stages used VR headsets, microbits and engaged in a series of coding lessons. This had a great impact and helped to engaged reluctant learners who have requested digital technology clubs at lunchtime.

Through a large number of before and after school clubs and lunch time clubs, all pupils from P4-7 have had the opportunity to attend sporting events 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. St Ninian's also performed well in both the Euro and the Rotary Quiz. 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 and all pupils who participated in our end of year show said that it was a memorable experience which enhanced their confidence.

Children's achievements within and outwith 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 the meta skills and the PE specialist tracks attendance and skills development through a whole school tracking system

Quality of Teaching

All staff have engaged in professional learning focused on the delivery of high-quality learning opportunities. Working with cluster colleagues all staff have worked collaboratively, engaging in professional dialogue to create a toolkit designed to deliver consistently high-quality lessons throughout the school. In almost all lessons, teachers' explanations are clear, and children understand what they are learning. In some classes children are involved in co creating success criteria. This enables them to reflect upon their learning, identify strengths and next steps and take responsibility for their own progress. Staff have discussed cognitive overload through professional learning and are focused on managing time within a lesson to maximise the quality of active learning taking place.

In most lessons, staff use questioning well to check understanding and recall of previous learning. Through effective CLPL staff have focused on the importance of questioning and assessment for learning strategies to check for understanding, delivering support and challenge where necessary.

We are working towards achieving our digital Schools Award. The digital leadership pupil voice group have the responsibility for upskilling staff and pupils in the use of assistive technologies to support learning and assessment.

Through collaborative planning and effective professional learning, all staff now work collaboratively to plan outdoor learning and this area has enthused and been well supported by some parents. We will continue to build on this good work to deliver high quality outdoor learning.

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 evidence their learning in a variety of contexts. All teachers now share assessment feedback with staff, pupils and parents and use it to set targets and plan learning. There is some evidence of peer and self-assessment in all classes. Learning journals have been introduced and will be used to profile pupils' learning journeys.

SLT support staff to analyse data and assessment evidence to effectively track and monitor in line with our cluster tracking and monitoring policy. All staff have engaged in moderation activities. All staff use a range of evidence well to inform teacher's professional judgement and to identify learners requiring additional support and challenge. 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 2 parental information sessions focusing on assessment and all parents who attended said they felt more informed about the national, authority and school approach to assessment.

Pupil Response	Staff help me to understand how I am progressing in my school work	100%
Parent Response	My child is making good progress at school.	97%
Parent Response	I understand how my child's progress is assessed.	97%
Parent response	The information I receive about how my child is doing reaches me at the right time.	95%

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.

In addition to the termly tracking and monitoring meetings led by the senior leadership team and attended by teaching and support staff, 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

Teachers have established termly assessment trackers which form the basis of tracking and monitoring meetings. Staff are engaging in peer monitoring activities within the school and in visits to other schools. We have developed a vision of what high quality learning and teaching looks like across the school. Staff use data to assess learning and teaching and uses this data effectively to set stretch aim targets to improve outcomes for learners.

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. Through Emotion Works and the use of zones of regulation children are more able to discuss their emotions and are better able to self-regulate. All classrooms have an identified safe space with a calming box for children to access. All staff and pupils have engaged in training for understanding Autism, ADHD, Dyslexia and other additional support needs at the request of the pupils. Some of these training inputs have been pupil led.

Almost all children know the wellbeing indicators and every child in the school completes a wellbeing indicator with a trusted adult once a term and the conversation helps to ensure that the correct supports are in place for all pupils.

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 and we received our Silver Rights Respecting Award and are on track to receive our gold award in October 2024. This year we are focusing on a project designed to improve safety within our community.

Pupil Feedback:

Pupil Response	I feel safe when I am at school	100%
Pupil Response	Other pupils treat me with respect I have someone in my school I can speak to if I am upset or worried	98%
Pupil Response	Staff treat me fairly and with respect	100%
Pupil Response	My school helps me to understand and respect people	100%
Parent Response	Staff treat my child with respect	100%
Parent Response	I feel my child is safe at school	100%
Parent Response	The school helps my child to feel confident	98%
Parent Response	The school supports my child's emotional wellbeing	98%

Fulfilment of Statutory duties

All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. The Team With the Family process is used to ensure all partners work together to improve outcomes for all. The Senior leadership have attended multi-agency training focused on wellbeing and child protection. The multi-agency Family First Forum for Queen Margaret Academy has helped to improve outcomes for learners and their families.

All staff are using the updated Staged Intervention Management Guidelines to ensure all pupils have access to the correct supports and that families work in partnership with the school to improve outcomes for all pupils.

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	100%
--	------

Effective planning is in place for children facing additional barriers to learning including those who benefit from Pupil Equity Funding (PEF). Parents and children views are sought on the best use of Pupil Equity Funding. 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. We seek the views of pupils and parents on the cost of the school day and work with parents to make positive changes, for example we worked with our parent council to source a machine to put badges on plain school uniform, reducing the costs for all.

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. The Reading Pupil Voice group audited our library and sources more book which provide a more accurate representation and celebrate the diversity of our school.

All Staff and some parents have engaged in forums and training to improve understanding of additional support needs and have implemented evidence-based strategies and interventions to mitigate barriers to learning and celebrate diversity.

3.2 Raising Attainment and Achievement

All children are developing within the four capacities. To encourage all staff and pupils to focus on their development within these four areas, there is a large display board where both children and staff can evidence development through statements, pictures etc.

Children across our school are making very good progress in literacy and numeracy and there is a clear focus on literacy and numeracy across the curriculum. Most children are attaining appropriate levels and a few have exceeded these. This is monitored during termly tracking and monitoring meetings, weekly pupil learning blethers, termly forward planning, and observations. 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 following training staff feel more confident in the dyscalculia identification process.

We have appointed a Pupil Equity Fund PT, responsible for raising attainment in writing and to close the current attainment gap of 17% in writing between the most and least deprived. All staff have engaged in Talk for writing training and have developed toolkits to support writing for enjoyment.

% of P1 pupils achieving Early level and above

School	2020-2021				2021-2022				2022-2023				R	W	L&T	N
	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N				
St Ninian's PS	86	71	90	100	85	85	92	85	83	83	96		78	78	83	83
Authority	79	77	87	84	76	72	83	81	82	80	87	86	84	81	89	88

% of P4 pupils achieving First level and above

School	2020-2021				2021-2022				2022-2023				R	W	L&T	N
	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N				
St Ninian's PS	94	88	94	88	90	85	95	85	87	80	100	87	90	81	100	90
Authority	75	69	87	84	76	72	83	80	78	72	86	77	82	81	90	82

% of P7 children achieving second level or above

School	2020-2021				2021-2022				2022-2023				R	W	L&T	N
	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N				
St Ninian's PS	100	92	100	92.3	96	87	100	83	94	89	100	100	94	88	100	95
Authority	75	69	83	76	73	64	80	73	78	73	85	78	87	83	93	94

Attainment over Time

This year we have developed a more robust process for identifying stretch aims in all stages. Through collation of reliable and valid data and an increased understanding of how to track the impact of interventions, teachers, together with the leadership team have identified where the gaps in learning exist for pupils and have developed clear targets for those pupils not achieving.

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 all children track their development of the meta skills through a wider achievement passport. All children from P3-7 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
- Reading schools pupil group
- House Captains
- Volunteering – work experience
- Enterprise

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 all pupils and staff feel that ICT is being used 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 seasons 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	Good
3.1	Ensuring wellbeing, equality and inclusion	Good
3.2	Raising Attainment & Achievement	Good

What are the key priorities for improvement in 2023-2024

An analysis of our data indicates that raising attainment in writing continues to be a priority. We have identified a 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 focusing on understanding the science of reading, supported by South Ayrshire Reads to improve attainment in reading. We will continue to use Accelerated Reader as this has proved to motivate reluctant readers to read more for enjoyment and also provides valuable evidence of pupil's progress. We have purchased new decodable readers which can be used to teach reading and also support pupils with catch up phonological awareness.

Improving Health and Wellbeing continues to be a priority. Our staffing is structured to allow our Health and Wellbeing Champion out of class to deliver seasons 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.

Schools Capacity for Improvement

Pupil Equity fund will be used to fund Principal Teacher post, focused on raising attainment in literacy. The appointed PT will lead a cluster working group focused on improving writing.

The 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 and increase attainment for all.

This year we have increased our PE specialist time from 1 day to 2 days. This, in addition to the Pupil Equity Fund being used to fund interventions designed to improve emotional wellbeing such as Seasons for Growth and LIAM will build on our achievement last year, where we increased our pupils affected by deprivation achieving at health and wellbeing to 82%. Target for 2025 -2026 will be 86%.

Increased capacity within the leadership team, together with excellent collaborative working relationships with the pupil support teacher, parents, outside agencies, Glenburn primary and our cluster schools ensures that the school is in an excellent position to drive forward a streamlined School Improvement Plan.