



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 136. 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

School	2020/2021	2021/2022	2022/2023	2023/2024	2024-2025
St Ninian's	20	22	24	23	16%
South Ayrshire	30	32	33	23	

Attendance and exclusion stats:

School	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024-2025
St Ninian's	94	96	94	94	94.5	95
Authority	94	95	92	94	92.9	93.7

Commented [MJ1]:
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% of pupils by deprivation and poverty

School	Q1	Q2	Q3	Q4	Q5
St Ninian's PS	9	33	25	39	29

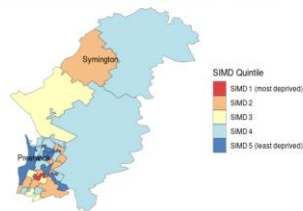
St Ninian's is situated in the seaside town of Prestwick and is a five-minute drive from Prestwick airport. We are fortunate enough for the children to be educated in an area with a wide variety of employment opportunities and recreational facilities

- ✓ 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. 90% of people lived in the least deprived quintile, a 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

ision

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

ues

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.**

MS

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 Writing																										
NIF Driver : Improvement in attainment C17 losing the gap between the most and least advantaged children																										
Progress made	Supporting Evidence																									
<p>St Ninian's, together with cluster colleagues worked together, building on the work from last year using Power up Pedagogy to engage in the features of a highly effective lesson. They engaged in self-reflection and identified the area they would focus on to improve their practice. All staff feel that this has helped improve their practice.</p> <p>All staff have engaged in a cluster approach to improving writing throughout the school. Having completed Talk for Writing training, all staff planned, implemented and moderated writing in cluster working groups. All staff felt that planning with colleagues and observing lessons improved the quality of writing throughout the school. Pupil focus groups allowed staff to speak to pupils from other schools to discuss their attitude to writing and to share good practice.</p> <p>The school introduced a feedback policy in the last term to improve the consistency of the quality of feedback given to pupils. From this, pupils worked with staff to create their writing targets and these were shared by almost all classes on learning journals, with evidence of progress uploaded.</p> <p>Principle Teacher linked with Queen Margaret Academy colleagues to create a more valid and reliable assessment tool, which recognises, creativity and style.</p> <p>Our Parent council funded additional ICT equipment to allow all learners with additional support needs to be supported with writing. Some staff engaged in Read Write training and other assistive technology applications. All staff feel that their pupils are using technology to write with increasing independence.</p> <p>18 pupils have been assessed as dyslexic learners and of those pupils 76% of them are achieving at writing. All staff feel that they are using ICT more effectively to support ASN learners.</p> <p>We are working hard to close the poverty related attainment gap in writing. 93% of pupils entitled to the pupil equity fund say they enjoy writing. Any pupil not achieving in writing is being supported through literacy interventions, assistive technologies and access to homework club. 100% of pupils felt that this helps them and effective tracking shows that they are making progress.</p>	<p>ACEL Data: Writing for P1,4&7</p> <table border="1"> <thead> <tr> <th>% of pupils secure</th> <th>21-22</th> <th>22-23</th> <th>23-24</th> <th>24-25</th> </tr> </thead> <tbody> <tr> <td>Writing P1,4 and7</td> <td>86</td> <td>84</td> <td>82</td> <td>86</td> </tr> <tr> <td>SA P1,4 &7</td> <td>73</td> <td>78</td> <td>80</td> <td>79</td> </tr> </tbody> </table> <p>All staff said that engaging in professional learning led by the South Ayrshire Reads Team has improved spelling.</p> <p>All staff said that the cluster planning and observations helped improve their practice.</p> <p>Almost all pupils said they enjoy creative writing during photo Friday and enjoy sharing ideas.</p> <p>"Dyslexia Inclusive Practice Award was achieved in May 2024.</p> <table border="1"> <tbody> <tr> <td>My school takes part in awareness raising around dyslexia.</td> <td>100%</td> </tr> <tr> <td>My school has a positive approach to dyslexia</td> <td>100%</td> </tr> <tr> <td>I am given information about dyslexia in a way i understand</td> <td>98%</td> </tr> <tr> <td>I am happy to talk about dyslexia and what strategies help me.</td> <td>100%</td> </tr> <tr> <td>I can talk about my learning, my strengths and what areas I find more challenging.</td> <td>95%</td> </tr> </tbody> </table> <p>Almost all parents of dyslexic learners are confident in the support that their child is receiving at school.</p> <p>In 2023-24 Writing attainment there was a gap of 17% between the most and least deprived. This has decreased in 2024-2025 to 7%.</p> <p>"I am using more adjectives in my writing and better words. I learned these in ReadingWise." (P6 pupil)</p>	% of pupils secure	21-22	22-23	23-24	24-25	Writing P1,4 and7	86	84	82	86	SA P1,4 &7	73	78	80	79	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	98%	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.	95%
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<ul style="list-style-type: none"> To further embed feedback policy to ensure all pupils know what they need to work on to achieve and how they will be supported to do this. Increase learning with my child writing sessions to ensure all parents are involved in creating targets and know ways in which they can support their child. We will look for different ways to enable pupils to showcase their writing. Continue with the successful newspaper club, where all pupils from P4-7 created a school newspaper to share with parents. 																										

Priority 2: To improve attainment, particularly in Reading
Key Driver: Improvement in attainment
Addressing the gap between the most and least advantaged children

Progress Made | **Supporting Evidence**

led by our Principal Teacher, all staff, including support staff have used data more effectively to deliver timely interventions and to track impact, adapting where necessary. We will continue to develop this in 2025-2026.

Supporting Evidence
ACEL Data: Reading for P1,4&7

% of pupils secure	21-22	22-23	23-24	24-25
Reading P1,4 and 7	91	88	88	85
SA P1,4 & 7	79	82	85	84

St Ninian's remains above the authority average for reading attainment. 88% of the pupils not achieving in reading have an assessed additional support need(s) and the school are working effectively with partner agencies and through targeted interventions to ensure all pupils are making good progress. The remaining 12% are currently being assessed.

all staff, including support staff have engaged in professional learning delivered by South Ayrshire Reads. This professional learning focuses on the science of reading and all staff feel that it has improved decoding skills for all learners in their classes.

100% of teachers felt that they understood more about the science of reading and that the focus on decoding using the alphabetic code consistently throughout the school improved decoding and fluency.

All pupils not achieving at reading are working on a targeted intervention and all pupils working on this feel that it has improved their reading. All staff, through data analysis and collaboration with SLT, pupils and parents have worked to ensure all pupils are working on the correct intervention for the skills they need to develop to help them achieve. All interventions are tracked and their effectiveness evaluated regularly.

100% of pupil working on reading interventions feel that it is helping them, "Reading Wise Comprehension is good. I liked the Red Stone of Calcutta, I can answer different questions and give reasons for my answers." (P7 pupil)

All parents whose child is on a targeted intervention have had a learning session with their child where they work with their child on the intervention.

"Reading Wise has helped me learn better vocabulary and my reading age has increased. I am really proud of this!" (P6 pupil)

All pupils with additional support needs have access to ICT.

100% of parents who attended the intervention session said that they found it really informative and 100% said that they felt it was helping their child.

There is no attainment gap for reading in P1,4&7 for pupils reading in Q1VQ5. We will strive to maintain this through working closely in partnership with families, partner agencies and through ensuring all pupils have access to the resources they need to reach their full potential.

"My comprehension is good but because I am dyslexic the words are sometimes jumbled, Immersive reader really helps me keep up with the class."

% Achieving P1,4 & 7 Reading

	St Ninian's	South Ayrshire
Most Deprived (Q1)	100	75
Least Deprived (Q5)	86	92

Staff volunteer to run an afterschool homework club and parents and pupils are invited in on a Friday morning to read together. All parents who make use of these opportunities feel that they are helping their children to become better readers.

- Next Steps:**
- To embed phonics throughout the school to improve decoding, ensuring more fluent and accurate reading.
 - To work in partnership with South Ayrshire Reads, Glenburn and St Patricks to develop reading comprehension skills throughout the school.
 - To achieve the Silver Reading schools award, reflecting a culture with reading for pleasure at the heart.

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 has Gold accreditation visit in October 2025.

St Ninian's achieved the Gold award for sports.

All classes use Emotionworks and zones of regulation to develop emotional literacy. All staff, including support staff have been trained in zones of regulation and the 5 point scale. These help all learners to articulate their readiness to learn.

All classes protect time for emotional wellbeing check in. Visuals used to support communication with children requiring support. Pupils were offered Seasons for Growth to help them process loss and separation. Targeted pupil participated in learning zones targeting social skills twice a week.

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 parent and child workshops.

All Primary 7s engaged in Positive Psychology to enhance transition. Almost all Primary 5 pupils engaged in Cognitive Behavioural Approaches training delivered by Educational Psychologist, including a parent and child workshop.

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.

All staff engaged in PE professional learning with the PE specialist, focusing on progression, support and challenge.

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.

School funded residential trip placements where required. P7 enjoyed 3 days at Lockerbie and P6 enjoyed 4 days at Dolphin House.

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.

50% of P7 pupils became junior coaches and supported younger pupils in Health and Wellbeing. 50% created a podcast on health and wellbeing led by Chris Crookston, PE specialist.

Next Steps:

- Family learning sessions focused on Zones of Regulation
- Embed Wider Achievement Tracker.
- Create a more skills-based plan for Learning Zone, with increased staff to pupil ratio.

Supporting Evidence

% SECURE AT HWB	HWB 2024	HWB 2025
Whole school	94%	95%
PEF	80%	80%

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

All pupils felt that this was a positive experience and would encourage others to participate in the group if they were suffering from a loss or separation. All pupils attending the learning zones said that they enjoyed it and that they were developing communication skills in a smaller group. Teachers noted an improvement in readiness to learn for most of the pupils attending.

Almost all pupils said that the sessions helped them learn and use strategies to help with anxiety and all parents who attended the workshop said it would help them support their child.

All staff who attended staff wellbeing session found it valuable and we intend to offer staff and parent session in 2025-2026.

100% of pupils have attended a before/after or lunchtime club this session. We will strive to maintain this high target. All pupils attending were able to discuss the skills they are developing in these classes and how these skills in other areas will help them be the best they can be. We will embed the use of the tracker in 2025-2026.

Reported incidents of social media misuse were half those reported last year.

All pupils involved in both groups said that they felt proud of leading within the school and all said that it had helped both communication and confidence.

Priority 4: Developing as a community of faith and learning

Progress made	Supporting Evidence										
<p>All staff attended a retreat based on Pilgrims of Hope</p> <p>A few staff took part in a family retreat weekend, together with a few families from the school.</p> <p>The school worked in partnership with St Quivox parish to raise money to build a well in a village for SCIAF.</p> <p>Charity work throughout the year.</p> <p>Cluster Carol service and Pilgrimage walk.</p> <p>Strengthened relationships with the Parish Priest and the parishioners of St Quivox.</p>	<p>Almost all staff enjoyed the retreat using the Synodal approach; Listening in the Spirit.</p> <p>Learners can confidently talk about the Jubilee year and how to put their faith into action.</p> <p>Successful coffee morning to share learning and raise funds.</p> <p>Supported SCIAF, Missio, Foodbank, Ayrshire Cancer Support and the Night Before Christmas.</p> <p>Parish engagement in cluster mass and pilgrimage walk.</p> <p>The pupils invited parishioners in for coffee and cake.</p>										
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- Continue to support local and international charities.
- Introduction of new RE planners to ensure depth of learning.
- Continue to celebrate the Jubilee Year and give staff opportunities to engage in spiritual development.

Evaluation Summary

Leadership of Change (1.3)

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

95% of parents who responded to our survey feel that the school is well led. All staff engage in self-evaluation against professional standards. This self-evaluation is used to create effective learning plans which underpin school improvement. The Senior Leadership Team work with staff to ensure a shared understanding of collective strengths and areas for development. In 2025-26 the Senior Leadership Team will seek to work collaboratively with all stakeholders to develop an effective process for engaging in a review of our vision to ensure it reflects a clear and accurate understanding of the social, economic and cultural context in which the families of St Ninian's live.



Aim high! Learning without limits!

Strategic Planning for continuous improvement.

Almost all staff at St Ninian's feel confident to make informed changes focused on improving outcomes for all learners. Almost all staff engage in effective self-evaluation, consulting all stakeholders, to determine clear school priorities and a strategic plan for driving forward improvements. The senior leadership team encourage leadership at all levels, whilst maintaining clear priorities, managing strategic direction and pace of change. Time is built into the working time agreement for professional dialogue, collegiate learning and self-evaluation. In 2024-2025 we developed this to include working more collaboratively with Glenburn primary and our cluster colleagues and we will continue to prioritise in 2025-2026.

In 2025-2026 all staff, some pupils, parents and partners will have clear defined and displayed leadership roles displayed throughout the school to improve visibility.

Implementing Improvement and Change.

Informed 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. In 2025-2026 school Improvement planning will continue to be included in our Pupil Voice agenda and our Parent Council agenda. We work in partnership with Glenburn primary and our cluster schools 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. The Senior leadership team work with all staff to develop a clear data and evidence based rationale, using professional research to implement appropriate approaches to effectively manage change and deliver improvements. We are developing effective strategies to monitor and evaluate the impact of changes made on outcomes for learners.

2.3 Learning, Teaching and Assessment

Learning and engagement

A welcoming and nurturing ethos is at the heart of St Ninian's. The school is built on positive relationships and Gospel values, creating a nurturing environment where almost all children are successful, confident and responsible. All pupils, pupil groups and use of How Good Is Our School improvement conversations, have the opportunity to drive forward improvements within school and beyond into the local community. All pupils feel that learner agency has increased and we will continue to build on this through work on developing a more inclusive classroom with a focus on Adaptive Teaching.

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 continued to work collaboratively, engaging in professional dialogue to create a toolkit designed to support consistently high-quality lessons throughout the school. Staff used the tool kit to identify areas for development and focused on this, supported by cluster colleagues. All staff have engaged in professional learning based on cognitive overload and are working to use visuals and clear direct instructions to ensure teaching is focused and learning opportunities are maximised.

In most lessons, staff use questioning well to check understanding and recall of previous learning. Through effective CLPL staff have used on the importance of questioning and assessment for learning strategies to check for understanding, delivering support and challenge where necessary. All staff make better use of available data to deliver timely interventions and evaluate progress.

The school has achieved our digital schools award, reflecting the effective use of technology to enrich 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 as a result of professional learning in this area, ICT is used more effectively to allow children with additional support needs to demonstrate progress in their learning, particularly writing. We have linked with Queen Margaret Academy to ensure supports for assessments for our senior pupils are currently SQA approved. 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 and this continues to be an area for improvement in 2025-2026. Learning journals have been introduced and we aim to use these more actively in 2025-2026 to co-create learning targets and share pupils' learning journeys.

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 with cluster colleagues. All staff worked collaboratively to create a valid and reliable feedback policy for writing to ensure consistent quality of feedback throughout the school. All staff feel that most learners are making better use of feedback given to make progress.

As part of the annual calendar we have included a day and evening input on assessments. All parents who attended said that this helped them understand the assessment process. We will provide further inputs to parents this year to increase the number of parents who understand how their child's progress is assessed.

Pupil Response	Staff help me to understand how I am progressing in my school work.	100%
Parent Response	I am happy with the quality of teaching	95%
Parent Response	My child receives the help that he/she needs to do well	98%
Parent Response	My child is making good progress at school.	95%
Parent Response	I understand how my child's progress is assessed.	91%
Parent Response	The school gives advice on how I can support my child's learning at home	93%

Planning, Tracking and Monitoring

pupils feel more involved in their learning. Through the Adaptive Teaching professional learning programme, we will continue to involve pupils in planning the layout of their classroom. Last term, staff ensured pupils were consulted about their learning in all particular areas and we will continue to ensure that this happens this year. All parents will have the opportunity to be share their child's interests, strengths and areas for development.

Staff continue to evaluate learning and teaching daily, this reflective practice supports timely interventions and progression.

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, ensuring that the effectiveness of all interventions are monitored and adaptations made where necessary. The Principal Teacher ensures that pupil voice is evident when planning interventions.

Teachers have established termly assessment trackers which form the basis of tracking and monitoring meetings. This consistent format means that all staff can locate key data when planning, tracking and monitoring and agreeing stretch aims to improve outcomes for learners. This data is then put together on a whole school tracker, allowing for an accurate analysis of attainment over time. 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 and P7 House Captains are involved in learning observations to help inform future planning.

3.1 Ensuring Wellbeing, Equality and Inclusion

Wellbeing

Our school has a shared understanding of the wellbeing and in the dignity and worth of every individual. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All pupils and staff are encouraged to be proud of who they are and to celebrate differences. Staff and child led Assemblies focus on recognising and celebrating differences in cultures, faiths, learning styles, ways of thinking and skills and interests. All staff and pupils have engaged in training for understanding Autism, ADHD, Dyslexia, visual impairment, speech impediments, foetal alcohol syndrome and other additional support needs at the request of the pupils. Some of these training inputs have been pupil led. All classrooms continue to use zones of regulation and the 5- point scale for identified pupils. All classrooms have an identified safe space with a calming box for children to access and there is evidence across the school in every class that staff differentiate lessons and resources to provide a high-quality education for learners.

For most all children know the wellbeing indicators and working with pupils, we have adapted how we gather pupils' views and information to allow us to support wellbeing. This has been a positive change and all pupils feel that it helps them to explain their feelings better. All staff work hard to build positive relationships with all pupils and to understand them to help remove potential barriers to learning. Previously care experienced pupils are tracked to ensure their needs are being met and the school achieved the Promise Award. Young carers are given opportunities to access a range of exciting opportunities designed to celebrate the amazing work they do. All Young Carers within the school said that they Young Carers group has really helped them as they know other children have similar experiences and it has helped them to take pride in their role as a carer. Almost all parents feel that the school supports their child's emotional wellbeing.

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 2025. They have worked to take positive action within our school community and use How Good is Our School to strategically plan improvements within school and beyond.

		% Strongly agree/agree
Pupil Response	I feel safe when I am at school	98%
Pupil Response	Other pupils treat me with respect I have someone in my school i can speak to if I am upset or worried	95%
Pupil Response	Staff treat me fairly and with respect	98%
Pupil Response	My school helps me to understand and respect people	100%
Parent Response	Staff treat my child with respect	96%
Parent Response	The school encourages all pupils to treat each other with respect	96%
Parent Response	I feel my child is safe at school	98%
Parent Response	The school helps my child to feel confident	96%

Fulfillment of Statutory duties

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.

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.

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. Almost all staff have also completed PREVENT training and The Promise training which supports us to have the knowledge and understanding to support care experienced pupils to thrive.

The school will increase pupil and parent participation in devising pupil and parent friendly policies, ensuring all policies continue to reflect key legislation and local and national guidance.

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). This year we consulted the parents of those pupils entitled to the Pupil Equity Fund to ensure we were meeting the needs of our child. 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.

Through assemblies and class teaching, the children are knowledgeable about equalities and inclusion and class novels have been introduced to help children explore equality and inclusion. The Reading Pupil Voice group audited our library and sources more books which provide a more accurate representation and celebrate the diversity of our school. We are proud of diversity within our school and there will be a focus this year on evaluating how well our school ensures that the curriculum develops and promotes equality and diversity and eliminates discrimination.

3.2 Raising Attainment and Achievement

The curriculum is designed for all children to develop within the four capacities

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 in line with national expectations and a few are exceeding these. This is monitored during termly tracking monitoring meetings, weekly pupil learning briefings, termly forward planning, and observations. Children not achieving are identified, interventions are delivered, and progress monitored. Pupil and parent voice has been captured more effectively this year, with pupils, parents and staff evaluating and setting new targets for all pupils with additional support needs which impact learning. All staff, including support staff analyse data better to determine the impact of interventions and to continually evaluate progress. Teachers are becoming more confident identifying pupils requiring challenge.

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. Writing attainment has improved and the poverty related attainment gap is reduced to 7%.

Of P1 pupils achieving Early level and above

School	2021-2022				2022-2023				2023-2024				2024-2025			
	R	W	L & T	N	R	W	L & T	N	R	W	L&T	N	R	W	L&T	N
Ninian's School	85	85	92	85	83	83	96	87	78	78	83	83	86	86	100	91
Authority	80	76	86	84	82	81	88	87	84	81	89	88	85	82	89	89

Of P4 pupils achieving First level and above

School	2021-2022				2022-2023				2023-2024				2024-2025			
	R	W	L & T	N	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N
Ninian's School	90	85	95	85	87	80	100	87	90	81	100	90	87	87	87	87
Authority	79	70	86	78	80	74	88	79	82	78	90	82	82	75	90	91

Of P7 children achieving second level or above

School	2021-2022				2022-2023				2023-2024				2024-2025			
	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N	R	W	L&T	N
Ninian's School	96	82	100	83	94	89	100	100	94	88	100	94	82	86	91	86
Authority	79	72	86	78	83	80	90	84	87	83	93	86	86	81	92	84

Achievement over Time

This year we have continued to develop 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. As part of the transition process all staff complete a class story to share with the next teacher, this ensures relevant data is captured and cohort changes are tracked.

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. This year we performed a P1-3 Christmas Nativity, a P4-7 summer school show, created our own newspaper, met with STV reporters, won an award for our Show Racism the Red Card, achieved our Gold Sports Award and our Digital Schools Award, launched a no litter campaign, raised money for various charities, gathered and donated food and clothing to those most in need and provided a warm and welcoming space for the parishioners of St Quivox to meet for coffee and cake.

Pupil 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.

- Pupil Council and Rights Respecting
- Inclusive Practice
- Laudato SI Group (joined with ECO group)
- Digital Champions
- Sports Council
- Reading schools pupil group
- House Captains
- Newspaper Club
- Drama and Dance
- Enterprise

Attainment 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. This year parents were given the opportunity to work with their child on the targeted intervention. All parents involved said that they found this valuable and we will continue to create opportunities for this.

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 Boyd shares the responsibility of the pastoral care of staff, parents and pupils. We have worked with the Parish to support CAF and have jointly planned school and cluster events to support local charities.

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 benefited from training sessions on staff wellbeing, 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.

Our Digital Schools Award reflects the changes staff have made to use ICT more to enhance learning and to support all pupils to achieve. Our Parent Council funded laptops, meaning that all pupils can use ICT to evidence their learning and this has had a positive impact upon attitudes to learning, confidence and attainment.

Our Young carers group is led by our Depute Head Teacher and all pupils feel proud to be part of this group. They have enjoyed various opportunities this year, sporting events, parties and residential stays. All pupils say that this helps them feel valued and that it feels good to have their amazing efforts recognised.

We received The Promise Award. All staff felt that this training helped them to understand the importance of gathering the views of care experienced young learners to ensure that we are providing them with the right environment to learn and thrive!

Pupil Equity Fund is used effectively and more robust approaches to tracking were developed and implemented last year. The quality of pupil and parental consultation improved and we developed a target group to consult in more depth with. 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

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 2025-2026

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 continue to use Accelerated Reader as this has proved to motivate reluctant readers to read more for enjoyment and also provides tangible evidence of pupil's progress. This year we will continue to focus on phonics progression but will also work with Glenburn primary and St Patrick's primary to develop reading comprehension skills throughout the school.

Our self-evaluation indicated that pupils would like to take more responsibility for planning their learning. Depute head Teacher worked with all pupils to improve learner agency and all classes now have an independent discovery table which allows the children to develop their interests. This year we will work with cluster primaries as part of South Ayrshire's Adaptive Teaching Programme.

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 continue to lead a cluster working group focused on improving writing and reading.

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.

The DHT, will lead developing an inclusive and creative curriculum, building on recent professional learning; Building A Creative Curriculum and Adaptive Teaching.

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.