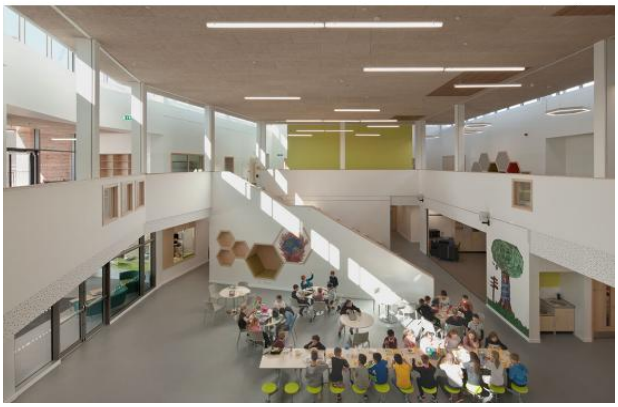
St Ninian's Primary





Standards and Quality Report

August 2025-June 2026

Context

St Ninian's is a denominational school with a current roll of 132. 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	2025-2026
St Ninian's PS	20	22	24	23	16	18

% of pupils by deprivation and poverty

School	Q1	Q2	Q3	Q4	Q5
St Ninian's PS	8	22	20	27	23

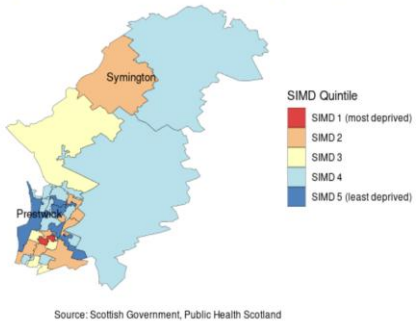
St Ninian's is situated in the seaside town of Prestwick and is a five minute drive from Prestwick airport. We are fortunate enough for the children to be educated in an area with a wide variety of employment opportunities and recreational facilities

- ✓ 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 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

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.
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Values

As a Catholic school, our Christian Faith and Gospel Values permeate all aspects of our school life. Having revisited our Values in session 25/26 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: Priority 1: 2.2 The Curriculum

Links to South Ayrshire plan: Live, Work, Learn
Links to Children's Services Plan: Included
Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum
Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantage

Progress made	**Supporting Evidence**
• In almost all classes there has been improvement in the level and quality of pupil consultation when planning learning. The DHT has led learner agency consultation and now all parents are invited to engage with their child about what they would like to learn and their preferred learning styles. This is shared with teachers and following further staff/pupil consultation learning is planned. There is evidence of how learner agency consultation has influenced planning in almost all classes. • All classes engaged in outdoor learning sessions, supported by Active schools. • Class cover organised to give priority to P1-P3 teachers planning • All teachers have engaged in Building Thinking Classrooms professional learning and this has been implemented in maths in all classes. All classes will continue to incorporate this twice a week in Maths and into their timetable to ensure collaborations, application of skills, depth and challenge. Each class will incorporate Building Thinking Classrooms Pedagogy into at least one other curricular area throughout the week. • Support and development worker has created opportunities for targeted pupils to attend various local businesses to see skills in action and to raise awareness of the skills needed for lifelong learning. The same group also applied woodwork skills to create positive improvements within the school grounds. .	<table><tr><td></td><td></td><td>Target May 27</td></tr><tr><td>My teachers asks me about things I want to learn in school.</td><td>81%</td><td>90%</td></tr></table> Planners submitted by teachers reflect pupil consultation. Discovery tables in each class focused on pupils' interests support learner agency. .

Next Steps:

- This area will remain a key priority moving into next session to ensure a coherent, progressive approach to profiling that supports learners in developing self-awareness and recognising their skills for learning, life, and work
- Work with PT Curriculum for South Ayrshire Council to look at our curriculum and opportunities for creativity
- Staff to engage with the Curriculum Improvement Cycle and look at how this work will develop their pedagogy and learner agency within their class to ensure depth, challenge and opportunities to lead learning.

Priority 1:To improve attainment in Writing

Links to South Ayrshire plan: Live, Work, Learn
Links to Children's Services Plan: Included
Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum
Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantage

Progress made	**Supporting Evidence**
Consistent and progressive Talk for Writing pedagogy has continued to be embedded across the school. This has led to improved attainment, engagement and confidence in writing across all stages. New staff have engaged in professional learning and are now implementing the school writing policy with increasing confidence and consistency, supporting continuity in high-quality writing experiences. There is now greater consistency in the delivery of high-quality writing lessons across the school, with clear progression in skills and expectations. Moderation opportunities for both staff and pupils have strengthened professional judgement, ensuring greater consistency and reliability in assessment. In almost all classes pupils know their learning targets and these have been shared with parents. The implementation of a whole school feedback policy ensures timely and effective feedback to support children to meet their targets. ICT is being used effectively in almost all classes to support learners with additional support needs to achieve. The digital champion will continue to 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. We are working hard to close the poverty related attainment gap in writing. Playtime reading and writing club led by P7s and lunchtime Journalism club have helped improve attitudes to writing.	**ACEL Data: Writing for P1,4&7** % of pupils secure: 21-22 / 22-23 / 23-24 / 24-25 / 25-26 P1 Writing: 85 / 83 / 79 / 87 / 67 P4 Writing: 85 / 80 / 81 / 87 / 85 P7 Writing: 87 / 89 / 88 / 86 / 100 There is an increase in P4 and P7 cohort tracking indicating that interventions to improve outcomes for all learners have been effective. We will continue to set clear stretch aims and use effective interventions to further improve this. There has been a decline in writing attainment in primary 1 this year. Almost all pupils who are not achieving have been assessed as having one or more additional support need. 100% pupils who are not achieving are receiving intervention support to ensure progress for all learners. All staff said that moderation with colleagues helped identify nest steps and highlighted importance of giving effective timely feedback against clear identified success criteria. 100% of staff agreed that collaborative working across the school is effective in driving forward improvements Almost all pupils said they enjoy creative writing during photo Friday and enjoy sharing ideas. All dyslexic learners access ICT during writing time and 100% of our dyslexic learners feel that having this option helps reduce any stress around writing: ***"I am not worried about spelling so I try to use bigger words." (P5 pupil.)*** ***I can move paragraphs around and it helps me work faster and organise my ideas. (P7 pupil)*** 95% 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.

- 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.
- Continue to use assessment data effectively to identify barriers to learning and to evaluate effectiveness of interventions to meet stretch aims.

Priority 1.3: To improve attainment in Reading

Links to South Ayrshire plan: Live, Work, Learn
Links to Children's Services Plan: Included
Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum
Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantage

Progress Made

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. Protected time given in the working time agreement to data analysis and progress made against stretch aims has been effective in raising attainment.

All teaching staff have had the opportunity to engage in collaborative activity with Glenburn Primary and St Patrick's Primary to strengthen collective efficacy and support an outward-looking approach to improvement.

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 and comprehension skills for all learners in their classes. Some staff accessed the additional online CLPL opportunities delivered by South Ayrshire Reads.

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.

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

Pupils with additional support needs have access to ICT.

Staff volunteer to run an afterschool homework club. There is also a playtime reading club led by P7 pupils.

All pupils from P3-P7 and challenge pupils from P2 use accelerated reader. They have access to over 1000 online digital books, engagement and reading ages are shared termly with parents.

Supporting Evidence

ACEL Data: Reading for P1,4&7

% of pupils secure	21-22	22-23	23-24	24-25	25-26
P1	85	83	78	86	69
P4	90	87	91	87	92
P7	96	94	94	82	100

This year's P4 and P7 attainment data is the highest it has been in the past 5 years. The current P4 reading attainment data was 83% with stretch aims predicting an improvement to 87% when they reached P4. They have surpassed this target with attainment at 92%. The P7 cohort attainment again evidences the impact of effective interventions for pupils requiring additional support.

Attainment in P1 has dipped this year. Evidence-based interventions are being used to support pupils not achieving and they are all making progress.

100% of pupil working on reading interventions feel that they are helping and increases in almost all of their reading ages reflect this.

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.

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Next Steps:

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- To continue to work in partnership with South Ayrshire Reads, Glenburn and St Patricks to develop reading comprehension skills throughout the school, benefiting from shared planning and observations.
- Ensure appropriate levels of pace and challenge are available for all children, maximising the learning time available.
- To complete audit of library and ensure books reflect the culture and lives of the pupils reading them.

PRIORITY 2 2.3 Learning, Teaching and Assessment: In 2025/26 focus is on Adaptive Teaching and Assessment

Links to South Ayrshire plan: Live, Work, Learn
Links to Children's Services Plan: Included
Links to Education Services Plan: Outstanding learning, teaching and assessment/ Developing our Curriculum
Links to National Improvement Framework: Improvement in attainment/ Closing the gap between the most and least disadvantaged

Priority: 2 Adaptive Teaching To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.

Progress Made

ADAPTIVE TEACHING
DHT was identified as key lead to lead and support all staff through adaptive teaching.

All teaching staff engaged in professional reading to improve practice

All teaching staff and pupils completed survey to reflect of what we are doing well and an area for development was identified within each class.

All staff worked collaboratively with cluster schools to engage in effective self evaluation to drive forward whole school improvements.

Teaching staff now demonstrate a stronger understanding of adaptive teaching, with increased awareness of how planning, teaching and assessment can be adjusted to meet a range of learner needs.

Staff confidence in adapting learning experiences has improved, evidenced through professional dialogue, self-evaluation and increased willingness to trial new approaches.

Adaptive teaching strategies are evident in classroom practice.
Staff are actively engaging in collaborative professional learning, with sharing sessions enabling the spread of effective practice across the school.
Engagement with the SAL Team has provided structured support and challenge, contributing to stronger pedagogy and clearer next steps for whole-school improvement.

ASSESSMENT:

- Assessment tracker was revised by principal teacher to ensure more straightforward analysis of progress in literacy and numeracy.
- All staff given protected time to update assessment trackers and plan targeted interventions, improving the effectiveness of tracking and monitoring.

  Assessment data is regularly shared with parents. In August we will start to use seesaw to improve pupil profiling.

Supporting Evidence

Post Impact Pupil Survey Results:

- Most learners find their work 'just right.' This is 1% increase from start of programme.
- Learners who find their learning 'too hard' decreased by 3%
- The majority of learners find their work interesting
- Most learners reported that they discuss what/why they are learning and what they need to do to be successful 'all/most of the time.'
- Almost all learners know what to do when they are stuck .
- The majority of learners are given feedback on learning and what they need to do to improve 'all/most of the time.'
- The majority of learners responded that they are asked what they already know about a topic 'all/most of the time.'

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Post Impact Staff Survey Results:

Post-programme, responses are more precise, practical and learner focused. Teachers now describe adaptive teaching as:

- ''adjusting my teaching to meet the needs of all pupils in the moment"
- "continuously react[ing] in real time to the needs of all pupils… through various strategies,"
- "ensuring that my teaching is adaptable to fit the needs of all learners rather than learners adapting to my style of teaching."
- Staff also reference specific approaches, including "scaffolding, question techniques, visual timetables" and adapting "resources, support [and] organisation of the classroom." This demonstrates a clear move from general awareness to more intentional, strategic and embedded practice.
- Staff confidence has improved significantly across all key areas.

I am satisfied with the quality of teaching	96%
I receive helpful, regular feedback about how my child is developing e.g. informal feedback, reports and learning profiles	88%
The information I receive about my child is doing reaches me at the right time.	88%
I understand how my child is assessed	93%

Next Steps:

- Continue to develop learner agency within planning to ensure children have more opportunities to lead learning
- Ensure appropriate levels of pace and challenge are available for all children, maximising the learning time available. Involve pupils more consistently in learning observations,
- Continue work on formative assessment to ensure this continues to support and inform professional judgement
- Develop assessment plans for reliable and robust assessments across curricular areas.

CLUSTER PRIORITY 3.1 ENSURING WELLBEING EQUALITY AND INCLUSION

Links to South Ayrshire plan: Live, Work, Learn
Links to Children's Services Plan: Promoting whole family wellbeing
Links to Education Services Plan: Engaged and Included
Links to National Improvement Framework: Improvement in young people's health and wellbeing

Progress Made

Developing an Inclusive Ethos

St Ninian's achieved the Gold Rights Respecting Award in October 2025.

All staff, parents, pupils and parishioners were invited to consult on the vision and values for the school. The consultation resulted in a new logo and revised vision. It was agreed that the values would remain the same.

Classroom and school charters help pupils understand their rights and promote positive behaviour. Parents and pupils have been consulted on a revised behaviour policy and this is currently being worked upon.

Each week at assembly pupils lead the additional support needs information sharing, where they highlight a particular support need and discuss the strengths and challenges. Almost all pupils said they found this helpful in understanding one another

The school had two well attended breakfasts. The first was to celebrate St Andrews day and the second was a Vision, Values and Aims consultation with families. Both events were very well attended and helped support a positive and welcoming ethos.

Each class participated in prayer breakfasts. Sacramental meetings were held for all parents. Cluster Pope Francis faith award mass for all P6/7 pupils and their families.

Dyslexia workshop was delivered for all parents interested in learning more about supporting dyslexic learners (pupils did not have to be assessed as dyslexic for parents to attend).

Growth mindset workshop delivered for parents. All P6 and P7 pupils have engaged in Cognitive Behavioural Approaches training with the Educational Psychologist and parents were invited to attend the final workshop with their child.

Share the learning events, focusing on literacy and numeracy took place in all classes.

The school have developed strong links with St Quivox Parish and the L'audoto Si group invited them to the school on several occasions to engage in playing board games. Some families from the school joined some parishioners to complete a walk for peace.

The school work closely with the Rafa Club to support those affected by dementia. The pupils have gained so much from their weekly attendance at the club.

Some pupils have had the opportunity to work with pupils from cluster schools to discuss No Cost to the School Day and ways we can support local charities.

All staff were invited to a Staff retreat at Bishop's House to start Catholic Education Week. Include colleagues from SCES with the focus being Building a Community of Faith. Further opportunities for staff professional learning have been identified with cluster colleagues and time allocated within the Working Time Agreement for staff to attend these.

Supporting Evidence

Gold Rights Respecting Schools Accreditation
Parent attendance and breakfasts and workshop
Feedback from staff and parents

The school organises activities where my child and I can learn together	94%

My child likes being at this school	94%
Staff treat my child fairly and with respect	97%
The school encourages children to treat each other with respect	98%
Staff treats me fairly and with respect.	93%
My school helps me to understand and respect other people	94%

- Communication with parents continues to be an area for focus. This will be a standing item on the agenda at all staff meetings moving forward to ensure we are reaching all parents.
- St Ninian's will continue to strengthen links within the local community to ensure we are supporting those in need.
- Continue to support local and international charities.
- All staff will engage in professional learning, delivered by RE Advisor.
- Oscar Ramero Award to highlight Catholic Social Teaching.

Evaluation Summary

Leadership of Change (1.3)

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

97% of parents who responded to our survey feel that the school is well led. Staff feel proud to be part of the St Ninian's community and value the positive ethos, with all staff reporting that the school's vision and values underpins their work. In 2025-2026 the Senior Leadership Team worked collaboratively with all stakeholders to strengthen its inclusive ethos by revisiting its vision and values, ensuring a clear focus on Gospel values and a shared understanding across the community. In addition, staff and learners have actively engaged with the new South Ayrshire Vision**.** As a result, there is a stronger, shared commitment to inclusion, with all children feeling included, respected and supported to succeed.

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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. 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. There is a clear display with all staff and their leadership roles to ensure everyone within the school community is ware of responsibilities to implement improvements. In 2026-2027 we will extend this to include pupils and parents and school partners. Time is built into the working time agreement for professional dialogue, collegiate learning and self-evaluation. In 2025-2026 we continued to work more collaboratively with Glenburn Primary and our cluster colleagues and we will continue to prioritise in 2026-2027.

Implementing Improvement and Change.

Driven by the views of pupils, staff and parents, and informed by robust analysis of attainment, achievement and wellbeing data, our School Improvement Plan is focused on a small number of clearly defined priorities. These priorities are communicated effectively through pupil and parent friendly formats, ensuring transparency and shared understanding across the school community. Dedicated and protected time is built into our calendar to support ongoing self-evaluation and continuous improvement.

During session 2026-2027, School Improvement Planning will remain a standing item on both Pupil Voice and Parent Council agendas, ensuring that stakeholders continue to play an active role in shaping and evaluating school priorities. We will also continue to work collaboratively with and our cluster schools to progress shared priorities and strengthen collective capacity for improvement.

Through a collaborative approach to improvement planning, staff at all levels feel empowered to take responsibility for leading change and promoting equality, inclusion and social justice. The Senior Leadership Team works alongside staff to develop a clear, evidence-based rationale for improvement, drawing on data analysis, self-evaluation evidence and relevant educational research to inform practice. Effective approaches to change management support the implementation of improvement priorities and contribute to positive outcomes for learners.

We continue to strengthen our approaches to monitoring and evaluating the impact of improvement activity, using a range of qualitative and quantitative evidence to measure progress and ensure that changes lead to sustained improvements in learner experiences and outcomes.

2.3 Learning, Teaching and Assessment

Learning and engagement

Senior leaders and staff have successfully fostered a welcoming, nurturing and inclusive school ethos, firmly rooted in children's rights, the school values and Gospel teachings. Positive relationships are a key strength of the school, with staff demonstrating a deep understanding of individual learners and their needs. This strong commitment to children's rights is reflected in the school's achievement of the Gold Rights Respecting Schools Award, a source of great pride for the whole school community.

Children have a clear understanding of the school's values and regularly demonstrate these through their actions and participation in a wide range of leadership opportunities. Pupils make meaningful contributions to school improvement through groups such as the Pupil Council, Laudato Si' Committee, Rights Respecting Schools Group, Inclusive Practice Champions and Digital Champions. These opportunities support children to develop confidence, responsibility and leadership skills while contributing positively to the life and work of the school.

To further strengthen learner participation, planning approaches have been refined to ensure that learner agency is evident across all classes. This is enabling children to take greater ownership of their learning through increased opportunities to contribute to decision-making, set goals and reflect on their progress. As a result, learners are becoming more engaged, independent and empowered participants in their educational journey.

Quality of Teaching

Learners benefit from high-quality learning environments, both indoors and outdoors, which support engagement, wellbeing and achievement. The school provides bright, stimulating and well-resourced spaces where children's learning and successes are celebrated through attractive displays. Pupils take pride in their school and demonstrate a strong sense of belonging within the school community.

Positive relationships between staff and learners are a key strength of the school. Staff know children well as individuals and use this knowledge to support learning and wellbeing effectively. Across the school, teachers provide clear explanations and learning experiences that build on prior learning and support progression. In almost all classes learning intentions are consistently shared, helping children understand the purpose of their learning. There is increasing evidence of success criteria being co-constructed with learners, promoting greater ownership of learning and supporting children to evaluate their progress. Moving forward, we will continue to strengthen practice to ensure success criteria are closely linked to intended learning outcomes and provide meaningful opportunities for learners and teachers to accurately measure success.

Through self-evaluation and professional dialogue, staff have identified opportunities to further improve the pace and challenge of lessons by reducing the length of introductions and teacher explanations. In the strongest examples of practice, teachers regularly revisit prior learning, use effective questioning strategies and encourage children to reflect on their understanding throughout lessons. These approaches help to maintain engagement, reinforce learning and provide timely support and challenge where required.

Children with identified additional support needs benefit from a range of targeted supports and interventions which enable them to access learning successfully and achieve their potential. Staff work collaboratively to ensure that approaches are inclusive and responsive to individual needs.

Professional learning has contributed to greater consistency in learning and teaching approaches across the school. Staff have engaged positively in both school-based and local authority professional learning opportunities, leading to improved consistency in areas such as the teaching of reading, the use of effective learning environments, visual supports and nurturing, relationship-based practice. Staff value these opportunities and demonstrate a strong commitment to continuous professional improvement.

The school has continued to develop digital learning and teaching, with staff enhancing their skills and confidence in the use of digital technologies through support from the school's Digital Champion and local authority networks. This work has contributed to more effective integration of technology across the curriculum, enriching learning experiences and increasing pupil engagement. The school's achievement of the Digital Schools Award recognises this commitment to developing digital skills and using technology effectively to support learning and teaching.

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Effective use of assessment

A clear and comprehensive annual assessment calendar provides consistency in assessment approaches across all stages of the school. Staff use a range of assessment evidence effectively to monitor progress, inform professional judgement and identify learners who may require additional support or challenge. There is a strong understanding across the school of the relationship between assessment, planning and learning, ensuring that assessment information is used purposefully to support improvements in outcomes for children.

Formative assessment approaches are embedded across almost all classes and are increasingly supporting teachers to make accurate professional judgements about learners' progress. Effective use of questioning, observation, feedback and learner dialogue helps to identify next steps in learning. In a growing number of classes, peer and self-assessment approaches are enabling learners to reflect on their progress and develop greater ownership of their learning. The school's next phase of development will focus on embedding assessment approaches more consistently across the curriculum and providing opportunities for learners to demonstrate their skills and knowledge in a wider range of meaningful contexts.

Staff have engaged in valuable moderation activities both within the school and across the cluster. Collaborative moderation, particularly in writing, has strengthened shared expectations of standards and contributed to improvements in learners' motivation, attainment and achievement. These opportunities have enhanced confidence in assessment judgements and supported greater consistency in evaluating learners' progress across stages and schools.

Staff maintain detailed class overviews of attainment and achievement, providing a clear picture of learner progress and ensuring that all adults working with children understand their strengths, needs and next steps. Recent developments to the school's tracking and monitoring systems have enhanced the school's ability to analyse attainment over time, identify trends and evaluate the impact of interventions more effectively.

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.

Planning, tracking and monitoring

The school's online planning systems support a consistent approach to planning, assessment and moderation. Staff regularly seek and incorporate pupil voice within the planning process, ensuring that learning experiences are responsive to learners' interests and needs. Termly professional dialogue meetings between teachers and senior leaders provide structured opportunities to review planning, moderate assessment evidence and discuss attainment and progress. These discussions ensure that any concerns regarding individual or group progress are identified promptly and appropriate interventions are implemented in a timely manner.

Teachers make effective use of termly and weekly planning approaches, South Ayrshire curricular frameworks and national benchmarks to support progression in learning. Daily evaluations are used consistently to inform responsive teaching and ensure support is provided when required. The school has identified the development of a long-term planning overview as the next stage in strengthening curriculum planning, ensuring appropriate pace, progression and coverage of experiences and outcomes across all curricular areas.

Staff maintain detailed class overviews of attainment and achievement, providing a clear picture of learner progress and ensuring that all adults working with children understand their strengths, needs and next steps. Recent developments to the school's tracking and monitoring systems have enhanced the school's ability to analyse attainment over time, identify trends and evaluate the impact of interventions more effectively.

The school continues to use Pupil Equity Funding strategically to reduce barriers to learning and improve outcomes for identified learners and families. Staff demonstrate a strong understanding of the needs of children requiring additional support, including young carers, care-experienced learners and those facing other barriers to learning. Robust tracking and monitoring processes ensure that targeted supports are in place and that the impact of interventions on attainment, achievement and wellbeing is reviewed regularly. As a result, identified learners are supported effectively to achieve positive outcomes and reach their full potential.

3.1 Ensuring Wellbeing, Equality and Inclusion

Wellbeing

Our school community is committed to promoting wellbeing, equality and inclusion, underpinned by a shared belief in the dignity and worth of every individual. Positive and respectful relationships are a key strength across the school and reflect our shared values and high expectations. Staff and pupils work together to create a nurturing environment where diversity is celebrated and everyone is encouraged to take pride in who they are. Through staff-led and pupil-led assemblies, learners regularly explore and celebrate different cultures, faiths, abilities, learning styles, interests and experiences.

In response to pupil voice, staff and learners have participated in a range of awareness-raising and training opportunities focusing on autism, ADHD, dyslexia, visual impairment, speech and language needs, foetal alcohol spectrum disorder and other additional support needs. Some of these sessions have been pupil-led, helping to strengthen understanding and inclusion throughout the school. Universal supports, including the Zones of Regulation, safe spaces and differentiated learning approaches, are embedded across classes, ensuring that learners can access high-quality learning experiences which meet their individual needs.

Children have a strong understanding of wellbeing and can confidently discuss the wellbeing indicators. Recent adaptations to how pupil voice and wellbeing information are gathered have enabled learners to express their feelings more effectively and have strengthened the school's ability to provide targeted support. Staff know children well and work proactively to identify and remove barriers to learning. Care-experienced learners and young carers are carefully supported and tracked to ensure their needs are met. This commitment has been recognised through the achievement of The Promise Award, while feedback from young carers highlights the positive impact of targeted support and opportunities to connect with others who share similar experiences. Almost all parents report that the school supports their child's emotional wellbeing effectively.

Children demonstrate a well-developed understanding of their rights. They have action to support local, national and global communities through fundraising, awareness-raising and community engagement activities. The school's commitment to embedding children's rights was recognised through the achievement of the Gold Rights Respecting Schools Award in October 2025. Pupils continue to play an active role in school improvement, using *How Good Is Our School?* and their understanding of rights to help shape positive change within the school and wider community.

Fulfilment of Statutory duties

All staff and partners have a clear understanding of, and work within, the legislative framework relating to wellbeing, equality and inclusion. The Team Around the Family process is used effectively to ensure multi-agency collaboration and improve outcomes for children and families. Senior leaders have engaged in multi-agency professional learning focused on wellbeing and child protection, and the Queen Margaret Academy Family First Forum has contributed positively to improved outcomes for learners and their families.

Staff implement the Staged Intervention Management Guidelines to ensure that appropriate supports are identified and provided promptly, with families actively involved in planning and reviewing interventions. This collaborative approach strengthens partnerships and helps to improve outcomes for all learners.

Child Protection training is completed annually by all staff during the first in-service day, with new staff and students receiving this as part of their induction programme. In addition, almost all staff have completed PREVENT and The Promise training, further strengthening their capacity to support the wellbeing and safeguarding of children and young people.

The school's next steps include increasing pupil and parent involvement in the development and review of school policies, ensuring that policies remain accessible, relevant and aligned with current legislation, as well as local and national guidance.

Inclusion and Equality

Effective planning is in place for learners facing additional barriers to learning, including those supported through Pupil Equity Funding (PEF). This year, we consulted with parents of children eligible for PEF to ensure interventions and supports effectively met individual needs. These plans are reviewed regularly, with evaluation evidence used to measure impact and inform future provision. Attainment, wellbeing and progress data are shared with staff and families and are used to identify and prioritise PEF interventions. We continue to seek the views of pupils and parents on the cost of the school day and work collaboratively with families to reduce barriers to participation.

Through assemblies and learning experiences, children demonstrate a good understanding of equality, diversity and inclusion. Class novels have been carefully selected to support exploration of these themes, while the Reading Pupil Voice Group has audited the school library and are sourcing that better reflect and celebrate the diversity of our school community. We are proud of our inclusive ethos and, this session, will further evaluate how effectively our curriculum promotes equality and diversity and supports the elimination of discrimination.

3.2 Raising Attainment and Achievement

Our 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 and monitoring meetings, weekly pupil learning blethers, 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 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. With the exception of P1 Writing attainment, within cohorts, has improved.

% of P1 pupils achieving Early level and above

	2022-2023				2023-2024				2024-2025				2025-2026			
School	**R**	**W**	**L & T**	**N**	**R**	**W**	**L & T**	**N**	**R**	**W**	**L&T**	**N**	**R**	**W**	**L&T**	**N**
St Ninian's PS	83	83	96	87	78	78	83	83	86	86	100	91	69	63	81	69

% of P4 pupils achieving First level and above

	2022-2023				2023-2024				2024-2025				2025-2026			
School	**R**	**W**	**L & T**	**N**	**R**	**W**	**L&T**	**N**	**R**	**W**	**L&T**	**N**	**R**	**W**	**L&T**	**N**
St Ninian's PS	87	80	100	87	90	81	100	90	87	87	87	87	92	85	88	85

% of P7 children achieving second level or above

	2022-2023				2023-2024				2024-2025				2025-2026			
School	**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	89	100	100	94	88	100	94	82	86	91	86	100	100	100	88

Attainment 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.

Reading attainment in P4 and P7 is at it's highest in the past 4 years.
Both the current P7 and P4 cohorts have increased their attainment over the past 4 years in literacy.

Attainment at **Early Level (P1)** has shown some variation over the four-year period. In 2025-2026, attainment in reading, writing and numeracy fell below previous years and below historical authority comparators, while talking and listening remained a relative strength, with 81% of learners achieving Early Level or above. The small cohort size at P1 should be considered when evaluating

year-on-year fluctuations. The school will continue to focus on early literacy and numeracy interventions to improve outcomes for learners in the earliest stages.

At **First Level (P4)**, attainment remains strong and consistently exceeds authority averages in reading and writing. In 2025-2026, 92% of learners achieved First Level or above in reading, with attainment in writing improving from previous authority levels and remaining high at 85%. Attainment in talking and listening and numeracy remains positive, with most learners achieving expected standards. The current P4 cohort's attainment has increased over the past 4 years, demonstrating the positive impact of consistent learning and teaching approaches across the middle stages of the school.

At **Second Level (P7)**, attainment is a significant strength. In 2025-2026, 100% of learners achieved Second Level or above in reading, writing, and talking and listening. This represents a notable improvement from the previous session and exceeds historical authority averages. Numeracy attainment remains strong, with 88% of learners achieving Second Level or above. The current P7 cohort's attainment has increased over the past 4 years. These results demonstrate that almost all learners are making effective progress through the curriculum and are well prepared for their transition to secondary education.

Literacy: Reading attainment remains strong across the school, particularly at First and Second Level. P4 reading attainment increased to 92% in 2025-2026, while all P7 learners achieved Second Level or above. Writing attainment has shown a particularly strong improvement at P7, increasing from 86% in 2024-2025 to 100% in 2025-2026. This improvement reflects the impact of targeted writing interventions, increased moderation activities and opportunities for staff collaboration across the cluster. Talking and listening continues to be an area of strength, with very high levels of attainment across all stages over time.

Numeracy: Attainment in numeracy remains positive overall. At P4, the majority of learners continue to achieve expected levels, while attainment at P7 remains consistently strong. Although numeracy attainment at P1 declined in 2025-2026, staff have already identified this as a priority and are using assessment information and targeted support to accelerate progress and improve outcomes for learners.

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, worked in partnership with the Parish for a variety of events and worked in partnership with the RAFA club to support those affected by dementia.

All P7 pupils have the responsibility of working collaboratively to lead a group, they use structured planning and link all their lessons to the meta skills. All pupils who take part in the groups enjoy them and feel as though they help develop their meta skills.

All 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
- Volunteering – work experience
- Enterprise

Equity for all learners

Attendance remains consistently high and has been in line with local authority averages over the last five years. The school has maintained a positive record, with no exclusions recorded during the past three years.

Effective intervention strategies support learners who require additional support, with robust tracking and monitoring processes ensuring that vulnerable pupils are identified early and provided with appropriate interventions. Children are aware of their individual targets and almost all can discuss their progress and next steps in learning. This year, parents were actively involved in targeted interventions alongside their children, with all participating families reporting that they found this approach valuable. We will continue to strengthen opportunities for parental involvement in supporting learning.

The school continues to promote equity through strong partnerships, high-quality pastoral care and an inclusive ethos where all learners feel valued, respected and supported. In 2026, 100% of P7 pupils achieved the Pope Francis Faith Award, reflecting their

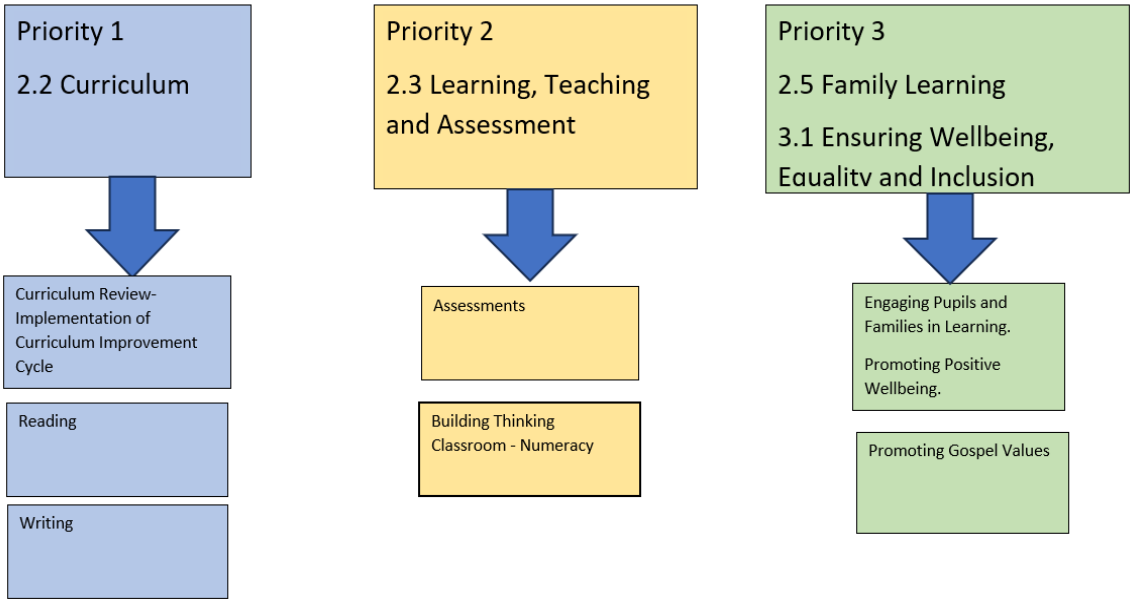
commitment to faith, values and service. Our partnership with St Quivox Parish and Fr Boyd enhances the pastoral support available to pupils, staff and families. Through professional learning on wellbeing, dyslexia, ADHD and autism, staff have further developed their understanding of inclusive practice and feel more confident in identifying and responding to learners' needs. The support of our Pupil Support Teacher has strengthened classroom practice and contributed to increasingly inclusive learning environments.

The achievement of the Digital Schools Award recognises the effective use of digital technology to enhance learning and improve outcomes for all learners. Support from the Parent Council enabled the purchase of additional laptops, ensuring all pupils can use digital technologies to demonstrate their learning. This has had a positive impact on engagement, confidence and attainment. Our Young Carers Group continues to provide valuable support and enrichment opportunities, helping pupils feel recognised and valued for their contribution. The school's achievement of The Promise Award further reflects our commitment to listening to and supporting care-experienced children and young people. Pupil Equity Funding has been used effectively to reduce barriers to learning, including funding a Principal Teacher to support high-quality teaching, data-informed interventions and improved outcomes. Funding has also enabled all pupils to access at least one extracurricular club, helping to ensure equity of opportunity and participation for all learners.

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 2026 2027



Schools Capacity for Improvement

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 pupil Equity fund will be used to fund a support and development worker, who will focus on practical skills development, the world of work and transition.
Excellent collaborative working relationships with the pupil support teacher, parents, partner agencies, Glenburn primary and our cluster schools ensures that the school in an excellent position to drive forward a streamlined School Improvement Plan.