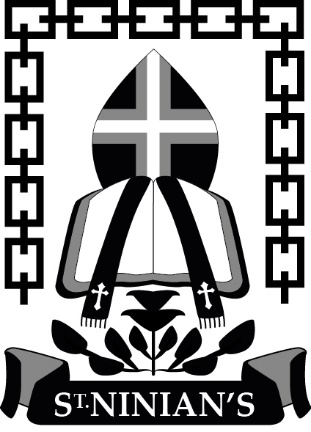
**St. Ninian’s RC Primary School**

**School Improvement Report**

**Session 2020-2021**



St. Ninian’s Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2020 - 2021

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| **School Aims:**  To GET IT RIGHT FOR EVERY CHILD by:  Raising attainment in literacy and numeracy  Improving health and wellbeing outcomes for all  Inspiring learning for life in a safe, inclusive, and nurturing environment  Promoting the Gospel values of love, kindness, patience, trust, and respect in all that we do |

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| **Context of the School:**  St Ninian’s Primary is a Roman Catholic primary school situated in Menzieshill, in the west of the city of Dundee. Menzieshill sits within the Lochee Ward of Dundee, an area of significant poverty.  Our school community is varied, with 39% of our young people living within the most deprived areas of our city (SIMD 1/2).  The current role of the school is 189 and there are seven classes.  We also have an Early Years and Childcare Centre within our school. This caters for 34, 3–5-year-olds on a full-time basis. We also have a provision for 2-year-olds which caters for a total of 15 children on a full-time basis. We offer additional hours from 8-5pm.  In the school, we currently have a class structure of P1, P2, P3, P4, P5, P6 and P7.  The management structure of the school comprises a Head Teacher and a Depute Head Teacher. |

**Attainment Data 2020- 2021**

(percentages)

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|  | **Reading** | **Writing** | **Talking and Listening** | **Numeracy** |
| **Primary 1**  (CFE Early Level) | **83%** | **83%** | **83%** | **83%** |
| **Primary 4**  (CFE 1st Level) | **82%** | **89%** | **97%** | **86%** |
| **Primary 7**  (CFE 2nd Level) | **80%** | **81%** | **93%** | **77%** |
| **WHOLE SCHOOL** | **82%** | **85%** | **91%** | **82%** |

**Review of Improvement Progress for Session 2020-2021**

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| **School Improvement Priority 1:**    **Improving pupil attainment across all stages in literacy-closing the gap** |
| **Progress and Impact:**  Reading challenges were embedded across all classes, and every virtual classroom in lockdown had reading challenges as part of daily tasks.  Pupil engagement in lockdown learning was tracked and support given to those who were seen to not be engaging.  Once we returned to school full time, assessments were carried out and precision teaching programmes were put in place for targeted learners, particularly in P4 where a significant gap was identified.  First News continues to be used fully across the upper stages and pupil/staff feedback is very positive about the resource and how it is improving skills and knowledge. |
| **Next Steps:**    Covid has resulted in many of our priorities not being fulfilled this session. We had a particular focus on writing which included staff training and targeted work on writing however this could not take place.  As a result, we will make writing a focus for improvement for next session and look at moving away from our focus being on ‘The Big Write’ to undertaking something more targeted to our context through a collaborative action research project.  Reading has also been an area we feel has been affected by the unprecedented times we have had this year so we again plan to raise the profile of this through an in-house project, building on knowledge of partner schools who have begun a similar learning journey around these areas. |

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| **School Improvement Priority 2:**  **Improving pupil attainment across all stages in numeracy-closing the gap** |
| **Progress and Impact:**  Leckie resources were purchased and have supported staff and young people with consistency and progression, alongside progression pathways.  Embedding ‘number talks’ has not been consistent across all areas but has begun at some stages (P1 and P7). The teachers leading this both ended up mentoring newly qualified teachers and with the recovery curriculum and wellbeing being a priority, we felt this was an area we could devote more appropriate focus and time to next session.  Precision teaching in numeracy and maths has taken place, particularly around the p4 stage where there were significant gaps after lockdown. This has had a significant positive effect on outcomes for these targeted young people.  Our approaches to learning through STEM activities has been on the agenda but again, due to circumstances this year, has not been able to be rolled out as we had panned. STEM activities continue to be delivered through LOL days and IDL however we require a more planned and targeted approach. |
| **Next Steps:**  Upscaling number talks across all stages. We plan to use 2 staff members highly skilled in this area to model and support understanding of why and how number talks are high priority to improve outcomes for our young people and close our attainment gap.  We also plan to focus on developing the young workforce agenda by further developing a skills-based approach to our outdoor learning STEM activities to ensure we have appropriate coverage, challenge, and evidence of skills development. |

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| **School Improvement Priority 3:**  **Improving the mental, emotional, social, and physical wellbeing of young people and staff** |
| **Progress and Impact:**  Whole school approach undertaken to reconnect our young people and ensure they were safe and happy after lockdown and all the strains this placed on them and their families. Targeted work was carried out by numerous staff members including our SFDW and DEPS to target area that were more unique to some children.  We have embedded ‘Seesaw’ as a communication tool to share a child’s learning journey across the nursery and whole school. This has led to ALL families having access and being able to share and follow their child’s learning journey. |
| **Next Steps:**  We had planned to achieve our RRS silver award this session however have been unable to do so due to Covid restrictions.  Next session we plan to establish focused interventions to enhance our level of pupil voice and enable us to succeed in our goal.  We also had hoped to work on a project with DEPS around building resilience in our P6 and now plan to work with this cohort in P7 looking at conflict resolution and resilience. Consultation with DEPS around their involvement will be sought. |

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