

LEADERSHIP

Throughout the year staff have engaged in collegiate activities to further their professional learning and have undertaken leadership roles, particularly in areas related to identifying needs and moderating the standard of writing across the school.

Most members of staff have continued to work in Teacher Learning Communities with Perth Grammar Cluster colleagues to develop effective feedback in the classroom. Some of our staff have been involved in leading these TLCs or leading Pupil Council.

Leadership roles for senior pupils have been developed this session and they have continued their involvement with PKAVS to develop an outdoor sensory area for PKAVS users. This has resulted in a stronger sense of community and successful intergenerational co-operation. Some have learnt about and taken on the role of paired readers and buddies to support younger pupils.

Some pupils have also instigated leading whole school assemblies which they have planned and delivered themselves very confidently.

Through professional dialogue around self-evaluation we have given ourselves the following rankings against four key quality indicators:-

1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Weak

All staff members have a clear understanding of the school's current position and what we are aiming to achieve and this shared ambition will ensure that we are well placed to take forward our improvement priorities for 2018-2019.

Improvement priorities for 2018 - 2019

- Develop effective Learning and Teaching in Practice
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- Develop the use of Digital Technology to enhance learning and parental engagement.
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- Skills for Learning, Life and Work.

Work will also continue to :

- Plan for the development of a nursery provision
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- Focus on additional support planning and paperwork.
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- Further develop the new website



ST. NINIAN'S EPISCOPAL PRIMARY SCHOOL

One big, happy family in the heart of Perth.



STANDARDS and QUALITY REPORT

2017 - 2018

We aim to be a school which is a place of inspiration and ambition, where learning is valued by everyone in the school community.

ATTAINMENT and ACHIEVEMENT

The majority of our children are learning and achieving at an appropriate level in literacy, numeracy and health and wellbeing with some pupils (fewer than half) being ahead of national expectations. In P1 the majority of pupils are secure at Early Level in reading and numeracy and fewer than half are secure in listening & talking and writing. In P4 the majority of pupils are secure at First Level in listening & talking, reading and numeracy. Fewer than half the pupils in P4 pupils are secure at First Level in writing. In P7 most pupils are secure at second level in listening & talking with the majority ahead of national expectations. Fewer than half are secure across other aspects of literacy and numeracy.

A number of pupils have been supported throughout the year with targeted literacy interventions through our Pupil Equity Funding. Assessments have shown that the majority of these pupils have made significant progress in identified areas of learning as a direct result of these interventions.

We have a wide range of contexts for learning that offer our pupils a breadth and depth of learning opportunities, both in school and within the wider community. Our children are involved in planning these contexts and are developing their skills in evaluating their learning.

Our attendance figure is 94.24% which is an improvement on last session (91.7%) but still falls short of Authority expectations (96%). We will continue to work with families and partner agencies to maximize attendance. Family holidays during term-time have a detrimental effect on the overall school figure.

Children's personal achievements in all areas continue to be regularly recognised and recorded in newsletters, on the school website, on our school Twitter feed, Facebook page and on our Wall of Success. They are celebrated at assembly and are rewarded by gaining house points and receiving certificates, encouraging positive self-esteem.

Our children have continued to support others by raising funds for a variety of charities including: Perth Cathedral Restoration Fund, Poppy Scotland and Jackwells Academy in Kenya, giving them opportunities to share success and develop as global citizens.

This session our children have been involved in a range of extra-curricular activities including football, and a lunchtime school homework club which resulted in homework of a higher standard being submitted more regularly. During curricular time our P3/4 to P7 children have had expert input from football, rugby, cricket and judo coaches, which has impacted on their skills development and confidence in these sports. P1/2 pupils performed their Christmas Nativity very successfully to a full house of friends and family and P2 – P7 worked together to produce an excellent and highly successful musical show – The Last Monster in Scotland.

Our enhanced transition programme for P7 children continues to grow and develop in collaboration with our Community Link Worker and secondary school colleagues. Our infant transition programme has also established, fostered and is maintaining vital links with our local nurseries. Both of these programmes impact on the

children's readiness to effectively move forward and transition to secondary school or into P1 respectively.

LEARNING

Almost all of our children are actively involved and engaged in their learning. Children have opportunities to learn from each other, work together in groups and work individually.

This session we have focused on core literacy and numeracy skills to raise the standard of work produced. Some of our pupils have worked in groups using Wave 3, Hi Five and one-to-one 5 Minute Phonic Box language programmes and re-assessment has shown that this has had a very positive outcome for most of these pupils. Younger pupils have had success developing their vocabulary through the Word Aware programme and this has impacted positively on their understanding of unfamiliar stories.

Our children have had a variety of learning opportunities outside the classroom, visiting Blair Atholl Estate, the local library, Perth Vennels, Perth Theatre and Horsecross where children have experienced performances by the RSNO and Scottish Opera. Our older pupils also experienced a series of outdoor adventure days. These opportunities are invaluable to broaden the childrens' horizons and allow them to develop new skills. P5s and P6s participated in a block of swimming lessons and our P2/3/4 class has also engaged throughout the year in the highly acclaimed Roots of Empathy programme where, through interacting with a young baby, they develop their skills in understanding relationships and emotional needs.

Our part-time nurture provision continues to support our children to meet their potential through a variety of work, activities and play experiences within a structured environment. By working intensively on individual targets they are more able to engage positively in all aspects of school life.

Parents and family members have had opportunities to support their children's learning by attending Open Afternoons and Parents' Evenings and continue to work with school staff to ensure consistent messages about learning and behaviour are shared with their children.

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This report has been produced in consultation with staff, pupils and the Parent Council. If you wish to make any comments on the content of this report please contact the School Office.

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