

Saint Ninian's Primary School

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school

Our School Context

St Ninian's is a denominational (Catholic), co-educational (girls and boys) primary school located in Knightswood. We serve the geographic areas of Knightswood, Blairdardie, Anniesland and part of Drumchapel.

Our school is proud to serve a diverse and vibrant community of learners. In the 2025 – 2026 academic year, we welcomed 304 children across 12 classes. We continue to celebrate the unique backgrounds, strengths, and experiences each child brings.

We are committed to supporting all our families, and we recognise the needs within our school community:

- 45% of our children live in areas identified as the most economically disadvantaged.
- 37.1% of our pupils are entitled to free school meals.
- 30.4% of our children come from Black and Ethnic Minority backgrounds, enriching our school with a wide range of cultures.
- 18.1% of our children have English as an Additional Language.
- 1.9% of our pupils are Care Experienced Learners.

At the heart of everything we do are our school values: Love, Respect, Kindness, and Faith.

We believe that Love is the foundation of our school community—it drives us to nurture every child, help them grow in all areas of life, and support families with care and compassion.

PEF Spending and Impact

Our annual Pupil Equity Fund (PEF) allocation from the Scottish Government is £145,000.

This year, Pupil Equity Funding (PEF) has allowed us to offer a wide range of enriching experiences and targeted support to help improve outcomes for our children, particularly those who need it most.

- School Belles, a bespoke music and drama programme tailored to the wellbeing needs of our P6 and P7 pupils, showed a clear increase in pupil engagement and wellbeing, measured through Glasgow's Motivational and Wellbeing Questionnaires.
Some of our identified P5 pupils also benefited from the Find My Voice programme, which helped build confidence and gave children space to have fun while learning strategies to cope with challenges.
- A significant portion of our PEF was used to fund additional staffing, including four Support for Learning Workers and two probationer teachers. This allowed our Principal Teacher and Acting Principal Teacher to provide support across the school.
- We partnered with Achieve More Scotland, who worked with P5 classes on team building and supported play during break times and identified pupils to work on building self-confidence, supporting resilience. They also helped children develop readiness to learn through a structured programme with agreed targets. Almost all children involved showed improved engagement.
- Drumchapel Cycle Hub taught "bike ability" skills to groups of pupils helping them to upskill their cycling skills and develop their self-confidence.
- As part of our Relationships Policy, we continued House Trips for each of our school values—Love, Respect, Kindness, and Faith. These reward trips helped build a sense of community and encouraged children to work together towards shared goals.
- As part of our commitment to raising attainment in numeracy, we used Pupil Equity Funding to purchase a school-wide licence for Sumdog, a numeracy app that helps children consolidate their skills through fun and engaging activities. We purchased MALT (Mathematics Assessment for Learning and Teaching) tests, which provide each child with a maths age and a detailed diagnostic assessment. This helps teachers pinpoint misconceptions and plan targeted support to help children progress confidently. We also invested in a licence for White Rose Maths, an online programme that provides interactive resources designed to make learning more engaging and enjoyable. These materials support children in tackling mathematical challenges with confidence and enthusiasm. These investments have strengthened our numeracy teaching and helped ensure

that all children—especially those needing extra support—can access learning that meets their needs and helps them succeed.

Through these initiatives, PEF has made a meaningful difference in supporting wellbeing, inclusion, and attainment across our school.

Our achievements and improvements 2025 – 2026

Leadership of Change (Quality Indicator 1.3)

*We have continued to build a calm, welcoming and inclusive school environment where everyone is loved, respected and valued. Our school values—Love, Respect, Kindness and Faith— are embedded into daily practice.

*Most children display our school values and visible consistencies in their interactions with each other. All leaders and majority of staff display values and visible consistencies.

*All staff were involved in evaluation of our School Improvement Plan.

Learning, Teaching and Assessment (Quality Indicator 2.3)

*Our school continues to provide a welcoming and nurturing environment, supported by our values, vision and consistent routines. Children's Rights are related to by the majority of classes daily. Almost all of our school assemblies discuss Children's Rights.

*We celebrate children's achievements both in and out of school through Achievement Walls and assemblies. Recognition boards are utilised in the majority of classes. Achievement assemblies are held weekly to celebrate achievements.

*Improving how we teach reading has continued as a key focus this year. Most children were observed to be engaged in their learning. "Long Read" sessions demonstrated almost all children engaged, challenged, and motivated. In some classes, there was an increase in the use of digital technology to enhance teaching. Almost all teachers reflected on reading observations. The majority of stages saw a more than the targeted 3% increase in reading.

*Teachers are working together more closely to plan and assess learning. We've introduced moderation sessions within stages and across our learning community, helping staff share ideas and ensure consistency. Our assessment calendar supports teachers in identifying gaps and planning next steps, and almost all children are making steady progress. The majority of teachers are planning together, and this is developing greater consistency in learning and teaching.

Wellbeing, Equality and Inclusion (Quality Indicator 3.1)

*We continue to work hard to create an inclusive and caring environment where all children are welcomed and loved, and none are judged. Staff and pupils understand the importance of wellbeing and children's rights, and these values are reflected in how we treat one another every day—in the classroom, playground and wider community. As an example, we offered the Families Connect programme to our Primary 1 families; a six week programme supporting families with their child's learning.

*We have a consistent and well-planned approach to Health and Wellbeing (HWB), involving staff, children and a range of partners. This includes our Family Learning Practitioner (who supports parents and carers via a weekly coffee club and on a one-to-one basis), Nurture staff, Additional Support Needs Coordinator, and Active Schools Coordinator, as well as external partners like Launch Foods, Achieve More Scotland, School Belles, Glasgow Life, and local community organisations. We worked in partnership with parents and carers to submit NHS referrals throughout the year to seek neurodevelopmental team assessment for some of our pupils. Together, we support children and families facing barriers to learning, helping them feel safe, nurtured and ready to learn.

* Our approach to Wellbeing and Assessment planning is collaborative. Our Wellbeing Assessments and Plans (WAPS) have been identified as good practice by the St Thomas Aquinas' learning community. All staff are involved in the planning and evaluating of WAPS.

Raising Attainment and Achievement (Quality Indicator 3.2)

*We are proud of the progress our children are making in literacy and numeracy. Staff are increasingly confident at identifying barriers. Additional Support Needs referrals allow staff to refer for further assessment. Specific interventions are set to raise attainment for children who are not on track.

* Children are using iPads to record their work, allowing for barriers to be reduced. Attainment data is shared with staff to allow for dialogue and focus on intervention. An example of this is a P1 breakfast club introduced in partnership with Achieve More Scotland, where attendance has been identified as a barrier to learning.

*We've strengthened how we track and monitor pupil progress. Teaching staff are able to use assessments/observations to determine attainment. Staff are more confident supporting these children- for example changing reading resources or using digital tools to allow children to display understanding.

2025-2026 Attainment

Our end of year figures in attainment are as follows:

Year Group	Talking & Listening	Writing	Reading	Numeracy & Maths
Primary 1	97%	80%	83%	91%
Primary 2	89%	73%	76%	81%
Primary 3	88%	68%	66%	71%
Primary 4	92%	79%	87%	82%
Primary 5	81%	50%	79%	69%
Primary 6	93%	68%	78%	80%
Primary 7	93%	68%	84%	77%

Attendance and Exclusion data

Our attendance figure for 2025-2026 is 89.9%, the Glasgow target is 95%.

There were zero school exclusions.

Our improvement plan priorities 2026 – 2027

Our priorities for 2026 to 2027 are to:

- Accelerate progress and improve attainment in writing.
- Accelerate progress and improve attainment in numeracy and maths.
- Teach metacognition (thinking about thinking) strategies to support pace and challenge across learning.
- Implement our whole school approach to nurture and belonging.
- Embed our restorative practice programme.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@st-ninians-pri.glasgow.sch.uk

Our telephone number is: 0141 959 3242

Our school address is: 2150 Great Western Road, Glasgow G13 2AB.

Further information is also available on our school website, and in our school handbook.

Accessible via <http://www.st-ninians-pri.glasgow.sch.uk/>