



St Anthony's R.C. Primary School IMPROVEMENT PLAN

2025 / 2026

Factors Influencing the Improvement Plan



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Relationships

Relevance

Values

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

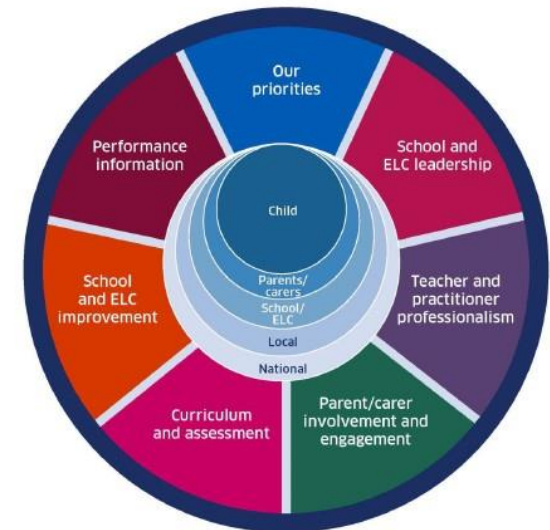
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council [Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



VISION, VALUES AND CURRICULUM RATIONALE



Our vision is that St Anthony's Primary School is:
A place where children learn and grow in faith, love and respect

Our values are:
Achievement, Confidence, Faith, Honesty, Love and Respect

Our Curriculum Rationale Aims are to:

- Support each pupil to **Achieve** their goals and potential in school and beyond
- Build **Confidence** in our pupils to develop enquiry, motivation, perseverance and resilience
- Nurture **Faith** to show how the words and actions of Jesus can positively affect our own attitudes and actions
- Cultivate a culture of **Honesty** in life and learning to acknowledge, guide and identify next steps
- Show **Love** to those around us at all times to create a safe and secure environment for everyone
- Inspire **Respect** to show we care about how our words and actions impact others and ourselves

#believingmeansachieving

Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan



Background:

St Anthony's R.C. Primary School currently serves the communities of Armadale, Blackridge and Westfield. It is a Roman Catholic denominational primary school which has very close links with the local parish of Saint Barbara's. The school roll is presently sitting at 195 pupils in 8 classes and is part of the St Kentigern's Secondary School cluster of associated schools.

Data:

Our data has been drawn from a number of sources with a strong focus on Health and Wellbeing, Literacy and Numeracy and informs us that around 39.5% of our children and young people are in Quintile 1 or adversely affected by poverty. The data also suggest that there is a gap between our least and most advantaged learners across the curriculum and is greatest in writing, 28% and numeracy, 26%. There is also a gap, 27%, between learners in Quintile 1 and Quintile 5 accessing wider achievements. To ensure that barriers to learning are identified and addressed our evidence based approach pulls together statistics from Attendance, Puma, Shine, Scottish National Standard Assessment Information, Sandwell, PM Benchmarking and observations to support and challenge teacher judgement. This information is used to inform our planning for learning and teaching and how to best support our learners to improve their achievement and attainment across the four contexts for learning to facilitate better outcomes, this includes providing access to digital learning and the equipment needed to learn at home.

Targeted Groups and Barriers to Learning:

The priorities and drivers within the National Improvement Framework and our PEF will continue to inform our learning and teaching to support our learners affected by poverty as well as all learners to increase progress, attainment, skills, wider achievements and final destinations. The plan will be implemented whilst working very closely with our Equity Team and Literacy Pedagogy Officer and will continue to develop to ensure measures introduced are embedded and evaluated to support equity in our practice and school. Building positive relationships and getting to know our learners supports a holistic child-focused pro-active and responsive approach across the school. This enables identification of barriers to learning to then source appropriate interventions in Health and Wellbeing, Literacy and Numeracy. Interventions, teaching staff and support staff roles and training will continue to develop to meet the needs of our learners and to drive improvement.



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St Anthony's R.C. Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All pupils and staff will be given the opportunity for outdoor learning to increase experiential learning and teaching and support wellbeing through physical activity and connecting with nature and our community.</p> <p>All pupils and staff will continue to be given opportunities to, lead learning, express feelings, ideas and opinions and understand these are underpinned in the UNCRC.</p> <p>Encourage development of Faith ethos by participating as Pilgrims of Hope in this Jubilee Year before the end of 2025 as a school and in particular children receiving Sacraments this school year.</p>	<p><input checked="" type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Continue with Daily Check-ins to ensure readiness to learn for all children</p> <p>Embed high-quality, progressive outdoor learning experiences into the weekly curriculum for all pupils to enhance engagement, wellbeing</p> <p>Continued promotion of the UNCRC through assemblies, whole school engagement with UNCRC Framework, working towards silver level of Rights Respecting School, and linking articles with everyday life in school and beyond</p> <p>Continue to establish a whole-school culture rooted in Trauma-Informed Practice, ensuring all staff are equipped to recognise and respond to the impact of adversity on learning, behaviour, and wellbeing.</p> <p>Opportunities for spiritual and moral prayer and liturgy experiences with parents, wider parish and diocese through:</p> <ul style="list-style-type: none"> Sacramental Preparations and Liturgical Seasons Creation of a plan in partnership with Parish for Scottish Catholic Education Week P7 and staff to take part in the Diocese Pilgrimage of Hope by visiting the Jubilee Cross in St Mary's Cathedral Edinburgh before the end of 2025 Pope Francis Faith Award 	<p>Ongoing</p> <p>Ongoing</p> <p>March 2026</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Daily Check-Ins</u></p> <p>HWB tracking data will show that almost all children record green against almost all wellbeing indicators</p> <p><u>Outdoor Learning</u></p> <p>Staff planning documentation will demonstrate that all pupils experience outdoor learning that enhances their learning experiences. This will be evidenced in SLT planning meeting minutes.</p> <p>Pupil voice through learning conversations will show that almost all pupils have engaged in a meaningful outdoor learning experience at least once a week.</p> <p><u>UNCRC</u></p> <p>Learning conversations will show that the majority of learners will be able to name at least 3 children's rights showing an increased awareness.</p> <p>The UNCRC staff and pupil survey will show all staff, and most children will have an increased awareness of children's rights.</p> <p><u>Embed Trauma Informed approach throughout the school</u></p> <p>Learning walks and classroom observations will show consistent use of trauma-informed strategies across all classrooms.</p> <p>Almost all pupils will self-record as green in all wellbeing indicators.</p> <p><u>Ongoing measures</u></p> <p>Self-evaluation – HIGIOS 4</p>



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To drive improvement in overall Literacy and Writing attainment across the school and in particular P4 and P6 by 2% and 3% respectively by the end of the school session.</p> <p>Embed whole school resource to drive improvement in Numeracy attainment across the school and in particular P4 by 2% by the end of the school session.</p> <p>To implement a robust Profiling tool to support planning, learning, teaching and assessment for all children by the end of this school session.</p>	<p><input checked="" type="checkbox"/>School and ELC Improvement</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>Daily writing at all levels to support writing stamina, accuracy and presentation in all writing</p> <p>Reciprocal Reading strategies across all stages to improve attainment in reading</p> <p>Ongoing use of PM Oracy to improve learning experiences in Listening and Talking</p> <p>Julie Fisher model of Literacy x 3 per week P1-P3</p> <p>Embed the Concrete–Pictorial–Abstract (CPA) approach across all stages of mathematics teaching to deepen conceptual understanding, support progression, and close attainment gap</p> <p>Implement the Building Thinking Classrooms framework across all stages to foster deep mathematical thinking, increase pupil engagement, and promote collaborative problem-solving.</p> <p>Staff will engage in BTC cluster training model</p> <p>BTC and CPA CLPL will be delivered to increase staff confidence with delivering numeracy and maths experiences using CPA approach and the BTC framework.</p> <p>Review numeracy strategy to include CPA approach and BTC</p> <p>PUMA Assessments to be continued with SHINE resource to support learners improve areas identified as gaps</p> <p>Continue to use Sum Dog to enhance learning in numeracy and maths</p> <p>Implement Parental Engagement Action Plan to ensure all parents and carers are encouraged and supported to engage as partners in their child’s education</p> <p>Staff and students to identify and resource profiling tool which will impact progress and encourage parental engagement with their child’s / children’s learning</p> <p>Increase moderation activities with cluster schools to support teacher judgement and achievement of a level</p>	<p>Ongoing</p> <p>Ongoing</p> <p>October 2025 onwards</p> <p>February 2026</p> <p>February 2026</p> <p>December 2025</p>	<p>Reading and writing core target assessments will demonstrate that almost most learners will have made progress in at least 3 of the core targets for their level because of daily writing activities, reciprocal reading strategies and Julie Fisher model of literacy in P1-3.</p> <p>PM Benchmarking comparative assessments will show an increase of at least 2 levels for most learners.</p> <p>Listening and Talking target assessments will show that almost all learners will make progress against the Listening and Talking Targets by increasing number of targets recorded as green by at least 2.</p> <p><u>CPA Approach</u></p> <p>Staff planning documentation will demonstrate that all learning experiences in numeracy and maths are being planned for using the CPA approach.</p> <p>Classroom observations will demonstrate that all teachers are consistently implementing the CPA approach to deliver numeracy and maths lessons.</p> <p>Learner conversations will show that almost all learners benefit from using the CPA approach to improve attainment and engagement in numeracy and maths.</p> <p><u>BTC</u></p> <p>Readiness questionnaire will show that the school is ready to implement BTC.</p> <p>Support visit from numeracy team will support to evaluate progress and identify next steps.</p>



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				<p>Pupil voice questionnaire (learner views of numeracy and maths) will show that there is an increased level of engagement in numeracy and maths lessons.</p> <p>SNSA assessments for P4 and P7 will show an improvement in mathematical reasoning and problem-solving skills for most learners in comparison to previous cohorts.</p> <p><u>PUMA assessments/SHINE intervention</u></p> <p>For those working below expected level in numeracy and maths the SHINE intervention will show at least 5% of progress in comparative PUMA assessment</p> <p><u>Sum Dog</u></p> <p>All pupils will regularly engage with Sum Dog leading to at least a 5% improvement in targeted skills as measured by the in-app progress and Sum Dog diagnostic assessment</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Improve target group % accessing wider achievement activities by at least 5%</p> <p>Increase overall Literacy and Writing attainment in target group by at least 1%</p>	<p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p>	<p>Create Equity Strategy through consulting with staff, pupils and families and by engaging with equity team</p> <p>Create robust P.E.F./ CoSD plans to ensure all target group are included</p> <p>Target group to be involved in deciding on Participatory Budget</p> <p>Introduce system for setting and monitoring SMART targets</p> <p>Continue with reading book lending library for P1 – P2 to increase number of books in target households</p> <p>Implement Parental Engagement Action Plan to ensure all parents and carers are encouraged and supported to engage as partners in their child's education</p>	<p>October 2025</p> <p>October 2025</p>	<p>Quality Assurance Activities will demonstrate that all classes are implementing the equity strategy effectively to tackle the Poverty Related Attainment gap.</p> <p>Assessment and moderation</p> <p>PM Benchmarking</p> <p>Tracking and Monitoring</p> <p>Observations and teacher judgement</p> <p>Pupil self and peer assessment</p>



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Increase Numeracy by at least 1% for targeted group	<input checked="" type="checkbox"/> Performance Information			<p>Staff peer and SLT observations to demonstrate all most all lessons have pace, challenge, differentiation and assessment</p> <p>Accurate measure parental attendance at school events</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Further develop leadership roles for every learner to increase skills and sense of responsibility in learning and life.</p> <p>Further develop an increase in learning and teaching with dedicated digital lessons and implemented across the curriculum for all learners.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Skills for life to continue through:</p> <ul style="list-style-type: none"> • completing applications for senior leadership roles in Primaries 5, 6, 7 for buddies, captains and vice-captains • interviews for successful captain and vice-captain candidates • Successful candidates will run a campaign • Public speaking at elections for above positions • Setting agendas and taking minutes of meetings termly • Lead learner roles to continue with dedicated meeting times <p>Implement meta skill of the month to increase children knowledge of each skill and introduce self-evaluation booklet</p> <p>Embed high quality digital learning and teaching to increase learner confidence and skills using the accessibility tools</p> <p>Implement Digital Strategy to promote equity and consistency in the use of digital resources</p> <p>Staff focus on digital accessibility tools</p>		<p>Teacher planning meetings will demonstrate that all classes are planning learning experiences that are incorporating meta skills.</p> <p>Classroom observations will demonstrate that all classes are engaging with the meta skills progression framework, and all classes integrate meta skills into at least 3 lessons a week.</p> <p>Meta skills self-evaluation booklets will show that almost all children have an increased confidence to apply meta skills to their learning.</p> <p>Learning conversations to demonstrate tha almost all learners have an increased awareness of at least 3 of the meta skills</p> <p>Teacher planning documentation will demonstrate that accessibility tools will be used in all classes from P4-7 to target specific learning gaps.</p>



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