

**St Anthony's R.C. Primary School**



# **PROGRESS REPORT FOR SESSION 2024/25**

**(Standards & Quality Report)**

**87b South Street  
Armadale  
EH48 3EU**



**ABOUT OUR SCHOOL**

Our school, St Anthony's R.C. Primary School, is a denominational school serving the communities of Armadale, Westfield and Blackridge. The school, as part of the St Kentigern's cluster, has developed strong links to St Kentigern's Academy and its associated primary schools. Our school also benefits from the community connections we have established with Armadale Academy and its cluster primary schools.

Currently our school role for this session is 196 in 9 classes led by the Head Teacher and a Principal Teacher. The committed teaching staff are supported by a skilled pupil support and administrative team. The ELCC has a maximum capacity for 70 children in the morning and 70 children in the afternoon and is led by an Early Years Officer and a team of experienced Early Years Practitioners and Pupil Support Workers. The ELC have children aged 2-5 years

St Anthony's Primary and Early Learning and Childcare Centre (ELCC) offer our learners a wide range of experiences to ensure they are given the opportunities in learning and teaching and play to reach their potential and equip them for life beyond school in a welcoming, safe and nurturing environment.

The long-lasting and established relationship the school has with St Barbara's Parish, Parish Priest and Deacon enhances the lives of everyone in our school community due to ever present and insightful spiritual guidance.

Both the school and ELC embed and demonstrate their visions and values which were created by our children and young people, staff, parents and carers and other stakeholders and are evident in our school each and every day.

**School Vision:**

*St Anthony's is a place where  
children learn and grow through  
faith, love and respect.*

**School Values:**

*Faith, Love, Respect,  
Achievement, Confidence and  
Honesty*

**ELC Vision:**

*Grow, learn and play in a  
welcoming, nurturing way.*

**ELC Values:**

*Friendship, Enjoyment, Respect,  
Responsibility and Nurture*

## **IMPROVEMENT PRIORITIES**

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p><b>1.</b> <b>To improve children and young people's health &amp; wellbeing</b></p> <p><b>School:</b> Build on a welcoming, positive and nurturing environment for pupils, staff and to promote increasing parental engagement.</p> <p>All pupils and staff will be given opportunities to, lead learning, express feelings, ideas and opinions and understand these are underpinned in the UNCRC.</p> <p>Planning, resourcing, delivering and participating in our Religious and Moral Education will ensure the characteristics of the Celebrating and Worshiping theme within Developing in Faith are embedded in the ethos and environment of our school.</p> <p><b>NIF Drivers:</b>  ✓ <b>School and ELC Improvement.</b>  ✓ <b>School and ELC Leadership</b>  ✓ <b>Teacher and Practitioner Professionalism</b>  ✓ <b>Parental Engagement</b>  ✓ <b>Curriculum and Assessment</b>  ✓ <b>Performance Information</b></p> <p><b>ELC:</b> All children will experience a nurturing, stimulating and safe environment indoors and outdoors to progress and develop through activities that are responsive to children's interests and needs.</p> <p>All children will increase understanding of their rights in line with the UNCRC and will be supported in linking them with the wellbeing indicators.</p> <p>The use of Seesaw will continue to be developed to enable parents and carers to be informed and involved in their children's play and learning.</p>	<p><b>In school we have made very good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>- Created a safe space, sensory room for our children to access.</li> <li>- Recently gained the bronze award through the UNCRC</li> <li>- Work with the St. Andrew's and Edinburgh Diocese planners across the school to aid in our delivery of Religious and Moral Education</li> <li>- We have also created a multi-cultural display at the entrance to the school which shows the different cultures we have in our school and how important it is to celebrate them</li> <li>- Refreshed our Positive Relationship Policy</li> <li>- Whole-school Sign-a-Long Training</li> <li>- Ensured every child has a Trusted Adult</li> <li>- Took part in Mental Health Week</li> <li>- Daily Health &amp; Wellbeing check-ins</li> <li>- Nurturing and supportive parent partnerships with all care givers</li> <li>- Ongoing ASD parental support group where parents can find friendship within the ASD community.</li> <li>- Directing parents toward adult education to enhance their ability to support their children.</li> <li>- Include sensory circuits in the morning / afternoon Include sensory massage daily in P1-3</li> <li>- Hold School Values Awards Assemblies</li> <li>- Celebrate T with Mrs G as a whole school reward termly</li> <li>- House points to encourage individual and joint goals with termly and end of session awards</li> <li>- 'I spotted you' cards to highlight immediately a child shows good values or behaviour</li> <li>- Held committee meetings to encourage pupil voice– all children have a leadership / committee role</li> <li>- Encourage children to lead assemblies and learning</li> <li>- Ensure there is a Digital / LfS leader in each class</li> <li>- Arranged taster sessions for PE</li> <li>- Regular RE lessons to practice and encourage our faith linked to This is Our Faith Planner</li> <li>- Embedded a Minnie Vinnie Group</li> <li>- Supported children in preparing for Sacraments and the achievement of the Pope Francis Faith Awards</li> <li>- Each class are the main participants in First Friday Masses</li> </ul> <p><b>Evidence indicates that:</b></p> <p>All learners are greeted into a welcoming, nurturing environment to improve wellbeing and learning.</p> <p>All pupils have learned about their rights through exposure to the UNCRC in class lessons and whole-school assemblies and given opportunities to exercise these in their school day</p> <p>All learners have participated in learning about and celebrating our faith and other world religions</p> <ul style="list-style-type: none"> <li>- Introduced a visual daily check-in for all children</li> <li>- Worry Monster Book and characters available to support children expressing their emotions</li> <li>- Wellbeing Indicator stickers introduced so all children can identify can identify and begin to understand their values</li> <li>- Weekly P.E. slots introduced to promote physical activity</li> <li>- UNCRC articles introduced on children's work displayed showing these</li> <li>- Stay and Play sessions ongoing to promote learning together</li> <li>- Daily plans, consultative planning, floor-books show evidence of child voice/interest – children being responsible for their own learning</li> <li>- Family wall created</li> <li>- Tooth-brushing introduced</li> </ul> <p>All learners have outdoor learning which is adapted to children's voice</p>
PRIORITY	HOW DID WE DO?
<p><b>2.</b></p>	<p><b>In school we have made good progress. What did we do?</b></p>

<p><b>To raise attainment, especially in literacy and numeracy</b></p> <p><b>School:</b> To further develop high quality learning, teaching &amp; assessment ensuring differentiation, pace and challenge</p> <p>Continue to drive Improvement in writing to improve overall Literacy attainment in particular in Primaries 5 &amp; 6 and improve writing attainment across the school by 2%</p> <p>Embed new school resource to improve numeracy attainment in particular in Primaries 4 &amp; 6 and across the school by 2% to improve attainment in Numeracy</p> <p><b>NIF Drivers:</b>  ✓ <b>School and ELC Improvement.</b>  ✓ <b>School and ELC Leadership</b>  ✓ <b>Teacher and Practitioner Professionalism</b>  ✓ <b>Parental Engagement</b>  ✓ <b>Curriculum and Assessment</b>  ✓ <b>Performance Information</b></p> <p><b>ELC:</b> All children will be exposed to an environment that is rich in language to develop sound and vocabulary acquisition.</p> <p>All children will receive access to an environment that promotes the development of mark making through play opportunities.</p> <p>All children will develop understanding of 1:1 correspondence with pre-school children subitising to 5.</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- As a staff team, we have accessed differentiation bite size sessions provided by the West Lothian Equity team as well as Learning. Teaching &amp; Assessment sessions</li> <li>- Worked closely with our Literacy Pedagogy Officer in writing, listening &amp; talking and assessment</li> <li>- Carried out joint peer and head teacher observations to moderated differentiation and pace to increase quality and consistency</li> <li>- Created a new Learning, Teaching &amp; Assessment Policy</li> <li>- Daily Writing to increase stamina, accuracy and presentation</li> <li>- Carried out daily dictation – Primary 1</li> <li>- Embedded the Julia Fisher Model in P1 – P3</li> <li>- Carried out daily dictated sentences/ partner dictation in P2 – 7</li> <li>- Developed a multi-sensory approach to literacy, active literacy, jolly phonics and magnetic boards in P1-P3</li> <li>- Staff engaged in CPD in CCVC as an intervention, vigorous assessment and identification of need</li> <li>- Following direction from Marion Cochrane: Toe by Toe and Read Write Ink interventions were introduced</li> <li>- Used Alex Quigley reading cards</li> <li>- Carried out WL Reading assessments</li> <li>- Staff used PM writing resources and PM bench marking</li> <li>- Word Teams dictated groups to help with spelling and writing</li> <li>- 5 minute boxes were used to support reinforcement for children who struggled with retention</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>- As a staff team, we have accessed differentiation bite size sessions provided by the West Lothian Equity team as well as Learning. Teaching &amp; Assessment sessions</li> <li>- T-Jay Maths implemented across the school</li> <li>- Numeracy Lead updated Numeracy Strategy and Action Plan</li> <li>- Mathletes have attended CLPL sessions and have relayed the information back to staff team</li> <li>- P2-7 PUMA assessments and SHINE 6-week interventions</li> <li>- PSWs have been working with identified individuals and groups of children</li> <li>- First Class in Numeracy introduced by trained PSW</li> <li>- RIC strategies remain in place during maths/ numeracy lessons</li> <li>- SEAL interventions carrying on across school</li> <li>- 5 minute boxes continue</li> <li>- Sumdog continues in school and at home</li> <li>- Maths recovery</li> <li>- Built Thinking Classrooms</li> <li>- Sandwell assessment completed in P1 to identify gaps in learning</li> </ul> <p><b>Evidence indicates that:</b></p> <p>All learners benefited from whole-staff training to ensure more consistency in differentiation in learning and environment and in LT&amp;A across the school</p> <p>All P1-P3 learners benefited from increased trained adult input in literacy at least 3 times per week to impact Literacy skills due to imbedding the Julie Fisher Model</p> <p>All learners have been introduced to our new Maths resource and this has positively impacted Numeracy attainment</p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Story sacks and Big Bedtime Read introduced to take home</li> <li>- Staff referring to Progression Pathways to identify next steps</li> <li>- Box Clever introduced to support children's vocabulary and language structure</li> <li>- First and Then Boards introduced for our ASN children</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>- Numeracy sacks introduced for home learning with parents/carers</li> <li>- Staff referring to Progression Pathways to identify next steps</li> <li>- Shape of the Week introduced</li> <li>- Tough Tray introduced for Key Aspects of Learning to bridge gaps</li> <li>- Season Circle introduced to support language, measurement and time</li> </ul> <p>All children have benefitted from a richer language environment through new activities which have impacted language acquisition</p>
<p><b>PRIORITY</b></p>	<p><b>HOW DID WE DO?</b></p>
<p><b>3.</b></p>	<p><b>In school we have made very good progress. What did we do?</b></p>

<p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p><b>School:</b> Increase writing attainment in target group by 3%</p> <p>Increase overall Literacy by 3%</p> <p>Increase Numeracy by 3%</p> <p>Increase target group accessing wider achievement activities by 5%</p> <p><b>NIF Drivers:</b>  ✓ School and ELC Improvement.  ✓ School and ELC Leadership  ✓ Teacher and Practitioner Professionalism  ✓ Parental Engagement  ✓ Curriculum and Assessment  ✓ Performance Information</p> <p><b>ELC:</b> Target group will receive opportunities to develop social language skills to support play and learning through high quality activities and games.</p>	<ul style="list-style-type: none"> <li>- All school staff know all our children very well and the context in which they live and play and therefore aware of all needs and barriers to learning and are evidenced in Progress and Support Meetings</li> <li>- All children receive a warm and nurturing welcome every day</li> <li>- We worked closely with the Equity Team to ensure our pupils and parents have a voice in the Cost of the School Day Statement and also ensure a robust and effective PEF Plan which included every child in target group</li> <li>- All children in the target group were part of the discussion/decision-making processes to decide how our Participatory Budget from or PEF should be spent</li> <li>- We worked closely with our Literacy Pedagogy Officer to support all areas of Literacy and particularly Writing and Listening &amp; Talking to increase writing attainment in target group and increase staff capacity</li> <li>- P1 – P2 Lending Library to support reading and number of books in family homes of target group</li> <li>- Bikes acquired for the school to allow all pupils to participate in gaining Bike-Ability award</li> <li>- Our PSWs are trained to deliver interventions to groups and individuals in target group</li> <li>- Support and challenge in class to ensure our target group achieve as well as attain</li> <li>- Work with public and voluntary organisations to ensure all of our target group are given every opportunity for experiences</li> <li>- Target group funded for after school clubs and trips</li> <li>- Referrals made for children in target group at Christmas and Holiday gifts and activities</li> <li>- Sensory room created to help regulate emotions</li> <li>- Reading buddies which started in infant department now across whole school</li> <li>- Teacher led activities to increase vocabulary and listening and talking interventions</li> <li>- P for C groups set up and supported by a teacher for target group</li> <li>- Teacher led numeracy intervention for target group</li> <li>- Parents notified of arranged adult learning to support their children and their own learning</li> <li>- Digital technology given to pupils to allow home working on learning and projects where needed</li> </ul> <p><b>Evidence indicates that:</b></p> <p>All learners in target group achieved above the writing targets set to improve Writing and Literacy</p> <p>All learners in target group attained in Numeracy due to the whole school resource and additional teacher input</p> <p>All learners in target group participated in every learning and wider activities offered throughout the school year</p> <ul style="list-style-type: none"> <li>- Staff know children and families very well due to positive relationships and know target children and their needs very well</li> <li>- Progress and Support meetings for Pre-school children</li> <li>- Robust tracking and monitoring analysis to identify gaps</li> <li>- Provocations set up to support learning gaps</li> <li>- Box Clever introduced to support language acquisition</li> <li>- Skills sessions to support learning and assessment of target group</li> <li>- Visual timetables to support our ASN children</li> <li>- CoS updated during multi-disciplinary/agency working meetings</li> </ul> <p>All children in target group accessed new activities to support and improve vocabulary and language acquisition.</p>
<b>PRIORITY</b>	<b>HOW DID WE DO?</b>

<p><b>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>School:</b></p> <p>Develop leadership roles for every learner to increase skills and sense of responsibility for learning and life beyond school.</p> <p>Increase learning and teaching in dedicated digital lessons and across the curriculum for all learners to develop skills for school and beyond</p> <p><b>NIF Drivers:</b>  ✓ <b>School and ELC Improvement.</b>  ✓ <b>School and ELC Leadership</b>  ✓ <b>Teacher and Practitioner Professionalism</b>  ✓ <b>Parental Engagement</b>  ✓ <b>Curriculum and Assessment Performance Information</b></p> <p><b>ELC:</b>  All children will have access to become independent in digital play and learning each day.</p> <p>All children will experience opportunities, which meet and progress the development of skills by providing play and learning experiences to build challenge, curiosity, creativity and problem solving.</p>	<p><b>In school we have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>- All children have a leadership role and committee group allowing pupils to be involved in the discussion and decision making processes through Leadership Meetings and Assemblies</li> <li>- Developed further pupil voice and choice in classrooms and wider school. Children have a voice in class topics about what and how they want to learn about</li> <li>- All children in P5, P6 and P7 have experience written applications for House Captain, House Vice-captain and Buddy roles.</li> <li>- P6 and P7 pupils have experienced an interview for their position and ran campaigns including public speaking as part of this</li> <li>- A new digital strategy for session 24-25 has been created and implemented</li> <li>- New tablets were provided recently to enhance digital learning leading to increased use of digital technologies across the school and curriculum</li> <li>- Coding, scratch, micro bits, Minecraft education across school during NCCT</li> <li>- We recently gained two digital awards.</li> </ul> <p>Evidence indicates that:</p> <p>All learners have a leadership role within the school</p> <p>All learners in upper school have experience have increased skills in applying for positions</p> <p>Almost all learners have increased digital skills in this session</p> <ul style="list-style-type: none"> <li>- Digital Learning Station introduced for all children to access (Camera and iPad)</li> <li>- QR codes introduced for stories and visuals for children to access and upload</li> <li>- Promethean board updated for further learning</li> <li>- Laptops introduced to increase learning and skills</li> </ul> <p>Almost all children have increased their curiosity and skills in using digital technologies in their learning and play.</p>
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**Attendance and Exclusions (School): 0**

## **Attendance and Exclusions (ELC): 0**

### **Parental Engagement:**

- A very active and supportive Parent Group
- Meet the Teacher
- Almost all our parents and carers have engaged with meetings regarding pupil progress, I.E.P. and C.P.M.s (School and ELC)
- Celebrating success and sharing events and Information with parents on the school app and twitter and introduction of a school Sway
- Parent helpers for trips, skills clubs and school events
- Parents invited to:
  1. Monthly Class Masses and Class Assemblies which have now extended to sharing the learning within the classroom
  2. School Nativity performed by pupils from P1 – P3
  3. Service Around the Crib – celebrated by pupils from P6
  4. Biennial Passion Play performed by pupils from P4 – P7
  5. Primary 7 Leavers Mass / Assembly
  6. Sports Day
- New entrants' transition visits to school and lunches to support their children's transition
- Stay & Play sessions in the ELC
- Induction visits for new entrants to the ELC
- A Gala Day Committee

### **Our Wider Achievements this year have included:**

- Achieving Bronze Award as a Rights Respecting School
- All evidence submitted for Reading Accreditation award
- Working closely with the Equity Team to improve learning and learner experiences
- Leadership roles across the school to support improvement
- Fundraising events such as creating a School Calendar and participation in a sponsored Walk
- Increased after-school and lunchtime clubs
- Increased class trips
- Residential trip for P7s
- Whole school trip
- School participation in Dance, Athletics, Football, Handball and Cross Country events
- P1 / P1/2 successfully participated in a Duckling Project
- Participation in Health Week, Mental Health Week, World Book Week, Scottish Book Week, Maths Week and Fire Awareness Activities
- Two teams participating in the Euro Quiz
- Robust transition from ELC to P1

### **Developing in Faith Theme: Celebrating and Worshiping**

Our school vision and values are based on Faith with our Christian Faith underpinning our ethos and approach to learning and teaching for our children and young people.

Due to our very strong links and positive relationship with our Parish community and spiritual guidance and support from our Parish Priest we are able to fully commit to, 'the spiritual formation of the school community, through the shared experience of prayer, and partnership with local parishes.' (DIF, 2016)

As a school community with our pupils, parents, parish and staff we celebrate Class Masses which are lead by individual classes who participate in Readings, Psalm, Gospel Acclamation, Prayers of the Faithful, Offertory as well as Altar serving and singing lead by our choir. Our children and young people are also active members of and contribute to parish life.

Strategically, planning for the School and Liturgical Year is done in tandem as plans are set out at the very beginning of each new school year. Class Masses, Holy Days of Obligation, Liturgical Season preparation and celebration as well as the dates for preparing children for receiving Sacraments and the Pope Francis Faith Awards are given priority in our planning so that we can ensure due importance is placed on the Liturgical and Sacramental life of our school and school community.

However, prayer and our values are evident in our everyday school life with prayers to start and end of each school day as well as before and after lunch. Assemblies to support our learning and teaching of the R.E. syllabus as well as Rosaries being led by pupils and Stations of the Cross by our Minnie Vinnies to ensure that everyone in the school participates in our shared and their very personal faith journey.

Underpinning the work we do to ensure our vision is lived to enable children and young people learn and grow in faith, are our values of faith, love honesty, achievement, confidence and respect which are core to us embedding a very strong sense of belonging to not only our school community but our school houses which are named after chosen saints as examples of living our faith.

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good