

St Anthony's PS Standards and Quality Report for Session 2025-2026



School Self Evaluation		
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		Very good
3.2 Raising attainment and achievement		Good

School Context:

St Anthony's Primary is a denominational school which currently serves the communities of Armadale, Blackridge and Westfield. We provide education from Primary 1-7 and currently have 181 pupils.

We enjoy close links with St Barbara's Parish Church, St Kentigern's Academy and our cluster primary schools.

Our school is led by a committed Senior Leadership Team consisting of a Head Teacher and Principal Teacher. The SLT is supported by 10 class teachers, 1 Support for Learning Teacher, 4 PSWs and 1 Advanced PSW who are all dedicated to meeting the needs of all learners.

Our parents and carers play a significant role in school life. We value their contributions through the Parent Council, volunteering opportunities and regular events that celebrate learning and achievements.

Our partners support us to create the best possible learning experiences for our learners to ensure they can be nurtured to reach their full potential.

View our [school website](#) for more information.

What has your Child's School being doing to improve this year?**Improvement in children and young people's health and wellbeing:**

- Daily Zones of Regulation check-ins are embedded, enabling staff to respond quickly to children's needs.
- Trauma-informed practice is strengthening, alongside progress towards Silver Rights Respecting Schools accreditation.
- Partnership with Sustrans has expanded outdoor learning, enhancing wellbeing, engagement, and community connection.

Raising attainment for all, particularly in literacy and numeracy(universal):

- We have implemented Building Thinking Classrooms to improve problem-solving skills in numeracy and Maths.
- We have continued to focus on daily writing at all levels to support writing stamina, accuracy and presentation in all writing

Closing the attainment gap between the most and least disadvantaged children and young people:

- Targeted interventions in literacy and numeracy are having a measurable positive impact on learner progress, with most pupils demonstrating improved attainment in identified areas of need
- Working closely with the Equity Team to remove barriers to learning
- Increasing access to wider achievement opportunities, including after-school clubs, is having a positive impact on learner engagement, confidence and sense of belonging
- Strengthening parental engagement to support learning at home by providing parent/carers workshops

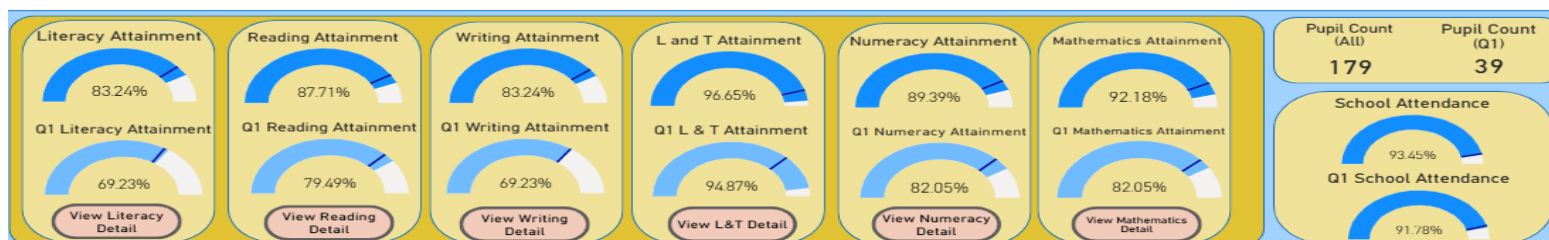
Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Meta-skills are embedded, strengthening pupils' leadership and employability skills
- Increased use of accessibility tools is supporting learning and developing key skills for the future.

Developing in Faith

- We have continued to engage in the Pope Francis Faith Award and celebrated the Jubilee Year: Pilgrims of Hope. Our Developing in Faith theme this year was: 'Serving the Common Good'

How do we know what has made a difference for your child?



Attainment

The information above shows an overview of our current levels of attainment which shows attainment in St Anthony's to be above the authority average in all areas. We aim to drive forward attainment through targeted, evidence-based interventions which promote equity. In addition, we invest in staff professional development to ensure continuous improvements in learning, teaching and assessment.

Health and Wellbeing

Recent self-reporting information indicates that pupils are responding positively across the wellbeing indicators. This is a notable strength, suggesting that learners feel safe, included, respected and supported within the school environment.

Attendance and Exclusion

School attendance has continued to stay slightly above the West Lothian average at 93.45%.

Our school has continued to maintain a very low number of exclusions during session 2025/26, reflecting our strong commitment to promoting the wellbeing of all learners through targeted interventions, inclusive practices, and supportive relationships.

Pupil Equity Funding

- This session PEF funding was used to fund additional teacher and Pupil Support Worker hours. This year's interventions have prioritised: supporting social and emotional wellbeing; addressing literacy and numeracy gaps and enhancing opportunities for wider achievement. Almost all pupils impacted by poverty are making steady progress in their learning. Those who are currently not on track to achieve national expectations have SMART targets in place and are making measurable gains towards meeting them.



Achievements we're proud of this year:

Wider Achievements:

The work of the school was recognised during our VSE, Equity Thematic Review and Hmie inspection

P3,P4 and P7 children celebrated Sacraments with our Parish community

Our P1-3 children performed a successful Natvity 'Beep, Beep Bethlehem'

Primary 6 confidently led Service Around the Crib

Each class took a turn to successfully lead First Friday Mass

After consulting with all stakeholders our previous ELC was renamed the 'Creativity Clubhouse'

A team of children from Primary 6 participated in the Euro Quiz

Each class showcased learning with their families through an assembly and 'Share the Learning' event

Some Primary 4-7 children participated in the GLEE club and represented the school at the Glee sectionals

Our Primary 7s organised a successful fun day for the whole school to enjoy. The funds raised supported their leavers' activities at the end of the session

What our pupils say:

"I enjoyed the after-school clubs this year we had through participatory budget. It was good to try different things like basketball and Tae-Kwon-do."

"I have enjoyed learning about different meta skills this year."

"School camp was good fun and it was a chance to learn lots of new skills."

"Building Thinking Classrooms is fun and it is a good way to practise skills."

What our families say:

"I liked being able to see what my child is learning in class and the photos and descriptions really help me understand her progress."

"The positive relationship policy is clear and it is good to see the clear steps that are taken to deal with bullying."

What can your child look forward to next school session?

Developing in Faith theme for session 26/27 is:

- We will implement a consistent whole-school approach to Building Thinking Classrooms to strengthen learners' reasoning, engagement and depth in numeracy
- Staff will embed high-quality learning and teaching to support and challenge learners.
- We will develop a progressive plan for outdoor learning across the school, so that every child regularly takes part in meaningful learning outdoors.
- Continue to develop our 'Creativity Clubhouse' space so that it is used to its full potential to allow learners to develop skills for learning, life and work
- We will continue to promote children's rights and will work towards being Silver accredited
- Continue to embed a consistent whole-school approach to profiling and learner voice, using Seesaw (P1–3) and My World of Work (P4–7) to effectively track and share progress with families.
- Improve attainment and achievement in writing by reviewing our strategy for teaching writing across the school

How do we know we have made a difference? What does this mean for your child?

- Classroom observations show that almost all children are engaged in almost all lessons
- Teachers effectively use questioning in lessons to check children's understanding
- Teachers work with children to co-construct success criteria in lessons which helps children to understand what they need to do to achieve the planned learning
- Learners are being supported to overcome barriers to learning through several carefully measured interventions which are provided by our Support for Learning teacher and Pupil Support Workers within classrooms, small groups and individual support sessions
- Digital learning opportunities have enabled children to create and share their learning in new and engaging ways.
- Evidence from learner conversations and participation data indicates that pupils are increasingly motivated to develop skills beyond the classroom.
-

