



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF-EVALUATION: ST ANTHONY'S PRIMARY SCHOOL

REPORT BY HEAD OF EDUCATION (PRIMARY)

A. PURPOSE OF REPORT

To bring to the Committee's attention St Anthony's Primary School's validated self-evaluation and identified areas for improvement for session 2021-2022.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

D1 Background

School Census roll	198
Staffing and date of appointment of management team	1 Head Teacher (since Feb 2019) 1 Principal Teacher (since Jun 2019) 10.4 Teachers 1 Early Years Officer 4 Early Years Practitioners 5 Pupil Support Workers 2 Administrative Assistants 1 Dining Hall/Playground Supervisor
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 68 th being least deprived	SIMD Rank – 3210.56 Order 35 out of 68 West Lothian Primary Schools
Pupil Equity Fund Allocation	£35,244

D2 Context of the 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 strong links to St Kentigern's Academy and its associated primary schools. The school community enjoys strong links with the local parish of St. Barbara and also benefits from connections with Armadale Academy and its cluster primary schools. Currently, the school roll for this session is 198 across 9 classes with composite P1/2, P3/4 and P5/6. The school is staffed by a Head Teacher and Principal Teacher, 7 full-time Class Teachers, 2 part-time Class Teachers and 2 Probationer Teachers, a P.E. Specialist and 2 Administration Assistants. The school is also supported by 5 Pupil Support Workers.

St Anthony's Primary and Nursery offers pupils a wide range of learning experiences and all pupils benefit from opportunities to develop their full potential within a welcoming, safe and stimulating environment.

2020/21 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
P1	31	87.10%	9.68%	3.23%	0.00%
P2	22	100.00%	0.00%	0.00%	0.00%
P3	25	92.00%	8.00%	0.00%	0.00%
P4	26	92.31%	7.69%	0.00%	0.00%
P5	37	86.49%	13.51%	0.00%	0.00%
P6	33	78.79%	15.15%	6.06%	0.00%
P7	24	87.50%	12.50%	0.00%	0.00%
School	198	88.38%	10.10%	1.52%	0.00%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

D3 Evaluative Analysis of School's Current position

Staff work collaboratively in creating a nurturing and positive ethos throughout the school. Children experience supportive relationships with staff and peers and almost all children report that they feel safe and happy in school. Pupils are polite, well-mannered, respectful and actively live their school values.

Staff are fully committed to driving forward the priorities identified in the School Improvement Plan. Professional learning continues to empower staff to lead change and is continuing to impact positively on learning, teaching and assessment.

Almost all children are enthusiastic about their learning. Most can discuss their strengths, next steps and target setting with enthusiasm and interest. There is a consistent approach to skills development in every classroom, which supports learners in becoming confident individuals preparing them for the world of work.

Calm learning environments throughout the school provide almost all learners with the opportunity to experience an agile curriculum with rich learning activities which promote choice, creativity and curiosity. Almost all pupils across the school show confidence and actively lead the learning in their classroom. From P5-P7 Task Boards are used to promote independence. Maths Wizards lead Number Talks Sessions with peers enhancing their confidence in numeracy. From P1 to P4 highly effective approaches to learning through play is evident where children demonstrate creativity, confidence and high levels of engagement.

A consistent assessment approach is becoming embedded, which includes Assessment Calendars outlining the priorities for pupil assessment for each term and Assessment Strategy of the Month Posters for pupils, highlighting how learners can self and peer assess. This is now allowing staff to meet the needs of their learners inform next steps.

Collaboration across the staff team continues to be very strong. This was further evident during periods of school closures with staff providing effective support to colleagues through the delivery of remote learning experiences for pupils. Pupil engagement was high during this period with most children positively participating in the learning experiences provided.

Most parents and carers report positively about their overall satisfaction with the school and feel that staff know their children as individuals and support them very effectively. All members of the Parent Focus Group described the school as a place that is well led, where their children are happy, safe and get a good education.

All staff participate in the school's Excellence and Equity Programme, which involves one to one discussion with the school's leadership team on the progress of learners within each class. Teachers know their children's needs well and plan interventions effectively. Literacy and Numeracy strategies in place continue to increase the confidence of all staff in raising attainment.

The Senior Leadership Team is beginning to analyse data more effectively and robustly in order to identify required areas for further intervention, which will positively impact on raising attainment and achievement.

The school's data demonstrates that most learners in P1, P4 and P7 make good progress from prior levels of attainment.

D4 School's Identified Areas for Improvement

Ensure that all learners are challenged appropriately in literacy and numeracy through the use of an agreed digital technology framework and a consistent feedback approach supporting the use of higher order questioning strategies in all classrooms.

In partnership with the Performance and Equity Team, develop a range of robust moderation activities to support attainment analysis and inform teacher judgement in literacy and numeracy to close the poverty related attainment gap and raise attainment for all learners.

Develop a Self Evaluation Cycle with clear processes, timescales and actions to ensure that all stakeholders are fully involved in a variety of collaborative self-evaluation activities to determine strengths and next steps.

Develop a Parental Engagement Strategy to ensure that all families can support their children in all aspects of learning with a robust home learning schedule and communication strategy.

D5 Performance Information

Attendance (Previous Session 2019/20)

Attendance	School – 94.45% West Lothian – 95.02%
Authorised Absence	School – 4.16% West Lothian – 3.61%
Unauthorised Absence	School – 1.39% West Lothian – 1.37%

Teacher Professional Judgement

Data was not collected in 2019/20 by the Scottish Government due to the Covid-19 pandemic.

National comparator data for 2020/21 is expected to be published in December 2021.

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 1

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	22	81.82%	90.91%	95.45%	77.27%
Authority	2067	82.58%	80.89%	87.71%	84.76%
National	N/A	N/A	N/A	N/A	N/A

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	30	86.67%	73.33%	100.00%	80.00%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	N/A	81.53%	79.04%	86.86%	84.70%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	36	86.11%	77.78%	88.89%	86.11%
Authority	2133	81.76%	79.75%	85.70%	85.70%

National	N/A	81.28%	78.30%	87.02%	84.65%
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Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 4

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	37	75.68%	75.68%	83.78%	81.08%
Authority	2162	80.25%	77.15%	89.82%	81.54%
National	N/A	N/A	N/A	N/A	N/A

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	31	87.10%	80.65%	96.77%	67.74%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	N/A	78.02%	72.71%	85.38%	76.79%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	43	69.77%	74.42%	90.70%	74.42%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	N/A	77.49%	71.81%	84.55%	75.84%

Pupils Achieving Expected National Curriculum for Excellence Levels – Primary 7

2020/21	Roll	Reading	Writing	Listening & Talking	Numeracy
School	43	67.44%	69.77%	88.37%	72.09%
Authority	2216	82.27%	78.25%	89.89%	80.32%
National	N/A	N/A	N/A	N/A	N/A

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	33	87.88%	87.88%	87.88%	78.79%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	N/A	79.84%	73.68%	85.61%	75.99%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	31	70.97%	77.42%	90.32%	80.65%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	N/A	78.75%	72.87%	84.10%	74.77%

Quality Indicators	School Evaluations	VSE Evaluations
1.3 Leadership of change	Satisfactory	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory	Good
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory	Good
3.2 Raising attainment and achievement	Satisfactory	Satisfactory

E. CONCLUSION

The Head Teacher and staff team are committed to improving outcomes for all learners. The Quality Improvement Team and Early Years Team will continue to provide regular support and challenge to the school on its journey of improvement.

F. BACKGROUND REFERENCES

Appendices/Attachments:

None

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Date of meeting: 2 November 2021