

St Anthony's R.C. Primary School & ELCC



PROGRESS REPORT FOR SESSION 2023/24

(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.

Both the school and ELC embed and demonstrate the their visions and values, which were created by our children and young people, staff, parents and carers and other stakeholders, 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>1. To improve children and young people's health & wellbeing</p> <p>All learners will learn and play in a nurturing and safe environment to support learning, attainment and wellbeing. Identified learners will attend a Nurture group to support their readiness to engage with the curriculum.</p> <p>All learners will continue to develop an understanding of the articles of the UNCRC. P4-P7 learners will be able to demonstrate an understanding between needs and rights and link the articles with the Wellbeing Indicators and School Values.</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> ✓ School and ELC Improvement. ✓ School and ELC Leadership ✓ Teacher and Practitioner Professionalism ✓ Parental Engagement ✓ Curriculum and Assessment ✓ Performance Information <p>ELC</p> <p>All children will be introduced to the UNCRC. 65% of children will be able to match the articles with the SHANARRI characters to show understanding.</p> <p>All children will have access to the Seesaw platform to enable them to be aware of and contribute to their own planning, learning and play. All parents will have access to and 70% of parents will contribute to their child's planning, learning, play and progress through the use of Seesaw.</p>	<p>In school we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Nurturing Soft Start Breakfast Group established - daily check ins, identifying who needs to attend • Whole staff participation in Trauma Informed training • Staff / pupil relationships very positive • Daily check-in with all learners • Trusted adults in place for all learners • All children are part of House Group to increase sense of belonging • Play based learning / purposeful play • More safe spaces / sensory / quiet corners for children to deregulate being created • HWB Champs / Mini HWB Champs <ul style="list-style-type: none"> • All learners are part of a school committee and have a leadership role • Inclusion Ambassadors • UNCRC working group / Leadership group established • Playground charter • Lunchtime charter – all pupils consulted on their views regarding the charter • Wellbeing indicators shared • Whole school assemblies with pupils learning about the articles of the UNCRC and the corresponding wellbeing indicators – this is also linked to the School Values • Whole school assemblies to promote spiritual and moral learning that is linked to the UNCRC and school values <p>Evidence indicates that:</p> <p>All learners have a daily check-in and access to a trusted adult for support.</p> <p>All learners are benefiting from leadership roles and being part of a committee where their voice is heard and valued.</p> <p>All learners are aware of the UNCRC and some of the articles within it and how it links to everyday life.</p> <p>In the ELC we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Created UNCRC floor book and display • Skills session used to develop understanding and language of articles • Staff confidence increased impacting supporting children's use of Seesaw • Some parents are uploading home learning with more parents commenting on or liking posts <p>Evidence indicates that:</p> <p>All learners have been regularly involved in discussions about their rights.</p> <p>All learners have had an increasing number of observations posted to share their learning and play with parents and carers.</p>

PRIORITY	HOW DID WE DO?
<p>2. To raise attainment, especially in literacy and numeracy</p> <p>Improve writing attainment in particular in Primaries 3, 5 & 7 and across the school by 4% to impact overall attainment in Literacy.</p> <p>Improve numeracy attainment in particular in Primaries 5 & 7 and across the school by 3% to impact attainment in Numeracy</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> ✓ School and ELC Improvement. ✓ School and ELC Leadership ✓ Teacher and Practitioner Professionalism ✓ Parental Engagement ✓ Curriculum and Assessment ✓ Performance Information <p>ELC</p> <p>All children will receive high quality learning and teaching experiences in Literacy with 60% of pre-school children achieving green in their trackers for syllable and rhyme to increase Literacy Attainment.</p> <p>All children will receive high quality learning and teaching experiences in Numeracy with 75% of Pre-school children subitising to 5.</p>	<p>In school we have made good progress. What did we do?</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Input from Literacy Pedagogy Officer from very beginning of session • Bump It Up walls to support learning • Reflected and implemented advice and guidance from Equity team • Progress & Support Meetings for focused overview of each learner • Daily dictation – whole school block for Term 1 to increase writing stamina / accuracy and presentation • P1 – P3 Literacy Hour – deploying staff to allow for this more effectively (Julie Fisher Model) • P1 / P1/2 – lending library to increase no. of books read • PM Writing training • PM Oracy revisit - use of PM talking and listening to support writing • PSW – Read Write Ink • Reading Buddies • Self/Peer assessment comment sheets to help pupils mark writing - all children using WL evaluation grids • Library lunchtime club • Reciprocal Reading firmly embedded • Class visits to library • Use of pictorial writing targets • Termly QA weeks <p>Numeracy:</p> <ul style="list-style-type: none"> • Progress & Support Meetings for focused overview of each learner • New whole school numeracy resource - Teejay • Teejay staff training • Puma Assessment with Shine interventions • Implementation of Maths recovery training • SEAL training input Numeracy Champ / Equity Team • PSW - Everywhere Maths / 1st Class in Number training • Consistent approach of numeracy/maths planning – WL Pathways • Daily Number Talks • P1 – P1/2 – Compare Bears • Use of conceptual understanding books • IDL – Numeracy • Termly QA weeks <p>Evidence indicates that :</p> <p>Almost all learners are making progress in writing targets achieved by 2 or more.</p> <p>Almost all learners are benefiting from targeted learning due to performance information impacting planning and assessing.</p> <p>All learners have a robust assessment of their numeracy with a bespoke 6 week intervention to support and progress their learning.</p> <p>In the ELC we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Daily skills sessions have positively impacted enjoyment of learning about and using sounds, syllables and rhyme • Enriched language area designated to rhymes • Enriched numeracy areas both inside and outdoors with a strong focus on subitising <p>Evidence indicates that:</p> <p>Most children in target group can identify syllables in their names and common objects common objects.</p>

PRIORITY	HOW DID WE DO?			
<p>3. To close the attainment gap between the most and least disadvantaged children</p> <p>Increase writing attainment in target group by 6%</p> <p>Increase overall Literacy by 6%</p> <p>Increase Numeracy by 3%</p> <p>Increase target group accessing after school activities by 10%</p> <p>Increase sports experiences in target group</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> ✓ School and ELC Improvement. ✓ School and ELC Leadership ✓ Teacher and Practitioner Professionalism ✓ Parental Engagement ✓ Curriculum and Assessment ✓ Performance Information 	<p>In school we have made very good progress. What did we do?</p> <p>Whole school is working with Equity Team to support understanding and planning for CoSD / Ethos & Environment</p> <ul style="list-style-type: none"> • School provides class and whole school trips with no cost to parents • Literacy Pedagogy officer input regarding planning / delivery and evaluation of lessons and monitoring progress • Pupil and Staff Evaluation self-evaluation of our inclusive curriculum for equity – highlighting strengths and areas for development • HWB Champ created Parental Engagement Action Plan created • Uniform Swap all year round • Whole school working with Equity Team in Connected Quality Improvement Activities to map and follow identified children’s learning • Skills Clubs to support skills and choice • Equity Team worked with P1 teachers to support Q1 learners to develop literacy skills through stories and conversation • Equity Team working with identified group for writing to increase writing and overall Literacy attainment in P5 • P1 / P1/2 – lending library to increase number of books in each household to 50 • Targeted interventions • Literacy hour – SFL teacher taking daily dictation for targeted group • Whole school dictation – core target focus • Jotter monitoring termly • Whole school TeeJay textbooks • PUMA assessments and Shine interventions • Equity Team working with individual children to support numeracy attainment • PSW training in 1st Class in Number to support P3s numeracy gaps • PEF children get first opportunities for after school clubs • School funded places at Planet soccer / Dynamo Fitness • Judo Club • NYCOS – P4 • Free Brass lessons – P5 – P7 • Weekly music sessions in Armadale Resource Centre for PEF pupils • Badminton after school P5 – P7 <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <p><u>Afterschool Club</u></p> <ul style="list-style-type: none"> • Dance • Passion Play • Running club • Planet soccer • Dynamo fitness </td> <td style="vertical-align: top; width: 33%;"> <p><u>Lunchtime Club</u></p> <ul style="list-style-type: none"> • Passion play • Dance • Library club • Netball • Football </td> <td style="vertical-align: top; width: 33%;"> <p><u>Tournaments</u></p> <ul style="list-style-type: none"> • Dance Club competition • Football tournament • Handball tournament • Cross County competition </td> </tr> </table> <p>Evidence indicates that :</p> <p>All learners Participation and performance information help us identify targeted support which has had an impact on opportunities for Q1 learners and other children impacted by poverty.</p> <p>All learners gain skills during skills club with the support of staff / parents and stakeholder engagement.</p> <p>All learners benefit from robust assessment where targeted support is offered to accelerate learning.</p>	<p><u>Afterschool Club</u></p> <ul style="list-style-type: none"> • Dance • Passion Play • Running club • Planet soccer • Dynamo fitness 	<p><u>Lunchtime Club</u></p> <ul style="list-style-type: none"> • Passion play • Dance • Library club • Netball • Football 	<p><u>Tournaments</u></p> <ul style="list-style-type: none"> • Dance Club competition • Football tournament • Handball tournament • Cross County competition
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<p>ELC</p> <p>36% of target group will achieve age-appropriate social language skills to positively impact learning, play and attainment.</p>	<p>In the ELC we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Daily skills sessions • Daily Storytime • Turn-taking games <p>Evidence indicates that :</p> <p>The majority of the target group have attained the appropriate level in social language skills.</p>			

PRIORITY	HOW DID WE DO?
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Increase and embed learning and teaching in leadership for all learners and young people to develop skills for life and work.</p> <p>Increase learning and teaching in digital technologies and STEM to develop skills for career and employment.</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> ✓ School and ELC Improvement. ✓ School and ELC Leadership ✓ Teacher and Practitioner Professionalism ✓ Parental Engagement ✓ Curriculum and Assessment Performance Information <p>ELC</p> <p>70% of children will be able to demonstrate attainment of 5 of the 7 'I can' statements from the Career Education Standard.</p> <p>All children will have access to digital play and learning daily with 80% of children accessing this independently</p>	<p>In school we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • All learners have leadership roles within school committees • All learners participate in school committee / leadership meetings • All P7 and P6 learners complete application forms for captain and vice-captain house positions • Successful applicants are interviewed for positions • Successful interview candidates run an election campaign • Whole school election where candidates deliver a speech prior to House voting • All primary 5 pupils complete application to become a buddy for new entrants • Skills Club weekly – children given the choice of what skills they want to learn in each block • Learners leading whole school assemblies and Masses • Each class delivers an assembly each year • Parent visits to school to talk about numeracy and maths in their careers • DYWF skills used in P1, P1/2, , P2/3, P3, P4 – refer to skills for life • Skills cards used at the introduction of lessons to increase relevancy and meaning in learning <ul style="list-style-type: none"> • Digital Award • Dedicated ICT lessons • STEM Group established • Digital Group established • P2/3 and P3 – coding through topic • P4 – Minecraft for purposeful play • STEM activities / areas set up in all classes P1 to P4 <p>Evidence indicates that:</p> <p>All learners have a leadership role within the school and their voice heard.</p> <p>All learners prepare, lead and participate in their class assembly.</p> <p>All learners are given opportunities to choose skills that they would like obtain for school and the wider world.</p> <p>In the ELC we have made good progress. What did we do?</p> <ul style="list-style-type: none"> • 'I can' statements displayed in appropriate areas of the nursery • Skills sessions used to introduce language and talk about statements to support understanding • New Promethean board installed and used for play and learning • Increased number of iPads for children and staff <p>Evidence indicates that:</p> <p>All learners have access to digital technology every day.</p> <p>Almost all learners can access digital play and learning independently.</p>

Attendance and Exclusions (School):

- Almost all of our children have an attendance rate of 90.8% or above
- 0 exclusion this year

Attendance and Exclusions (ELC):

- Almost all of our children have an attendance rate of 90.8% or above
- 0 exclusion this year

Parental Engagement:

- An 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. 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:

- 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
- School Show
- Increased after-school and lunchtime clubs
- Increase class trips
- Residential trip for P7s
- Whole school trip
- Skills Club
- School participation in Dance, Athletics, Football, Handball and Cross Country events
- P1 / P1/2 successfully participated in a Duckling Project
- Working towards Scottish Book Trust Reading Accreditation
- Participation in Health Week, World Book Week, Scottish Book Week, Maths Week and Fire Awareness Activities
- Two teams participating in the Euro Quiz
- Achieving Digital Accreditation
- Robust transition from ELC to P1

Developing in Faith Theme: Developing as a Community of Faith

As a faith based school our Christian ethos is based on our school vision as a place of learning and growing through faith, love and respect. Our strong links with our parish, priest and deacon has allowed us to develop as a community of faith and is one which continues to develop.

As a school community with our pupils, parents, parish and staff we celebrate Class Masses which are celebrated and lead by individual classes who deliver the Readings, Psalm, Gospel Acclamation, Prayers of the Faithful and Offertory as well as being altar servers, all of whom are supported by our school choir. Parents and members of the parish are invited to attend these Masses to share our faith and foster relationships across our community.

Working with our parents and parish is further enhanced with the preparation of our children and young people being presented to receive the Sacraments of Reconciliation, Holy Communion and Confirmation. Whilst recognising parents as the first educators of their children doing the groundwork, to ensure this preparation is carried out appropriately in school our staff train and refresh knowledge and skills through opportunities offered by the Diocese of St Andrews & Edinburgh.

To help our pupils understand and live the Gospel Values and lead learning our Primary 7 pupils prepare for the Pope Francis Faith Awards and we have a Mini Vinnies Group who lead Rosaries in May and October and Stations of the Cross during Lent. During school assemblies they share their knowledge of St Vincent De Paul and the work in our parishes which stemmed from his vocation to the poor. This is also opportunity for our pupils to learn that we are a universal community which spans locally, nationally and internationally.

In promoting the true meanings of the Liturgical Seasons our infant department deliver a Nativity performance leading up to Christmas with our Primary 6 young people delivering a Service Around the Crib to ensure we finish for our Christmas Holidays with the true meaning of Christmas. This year our dedicated staff prepared pupils across the school for the Passion Play during Holy Week, this was a truly moving and polished performance which reminded everyone of the Sacrifice of Our Lord's Passion and the Glory of His Resurrection and what it means for us.

Underpinning the work we do to ensure our children and young people learn and grow in faith, love and respect are our school values created by our whole school community, which are love, respect, faith, honesty, confidence and achievement. Our faith and our values are core to the vast majority of our whole school assemblies each week which are planned around the liturgical seasons. To create a stronger sense of belonging beyond learning our pupils are in one of four Houses named after chosen saints to support pupils learning about our place in God's community too. This also gives each child an opportunity to have their voice heard during House meetings.

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