

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

2024 / 2025



Courage

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Values

# Factors Influencing the Improvement Plan

## School Factors

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

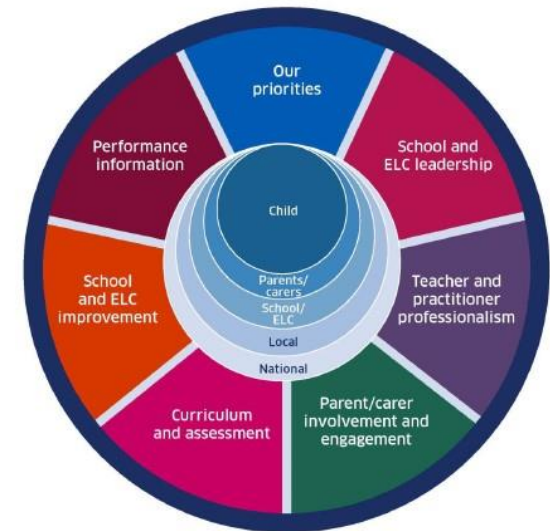
## Local Authority Factors

*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? 4<sup>th</sup> 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



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# VISION, VALUES AND CURRICULUM RATIONALE

Our vision is that St Anthony's Primary School is:  
**A place where children learn and grow through 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 197 pupils in 9 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 37.5% 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 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 work started whilst with working very closely with the Equity Team will continue to develop to ensure measures introduced are embedded to support equity in our practice and school. Building positive relationships and getting to know our learners supports a holistic child-focused and responsive approach across the school. This enables identification of barriers to learning to then identify 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.



## 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><b>Improvement in all children and young people's wellbeing:</b></p> <p>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> | <input checked="" type="checkbox"/> School and ELC Improvement.<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <p>Identified learners attending a soft start group to support their readiness to engage with the curriculum.</p> <p>Embed Trauma Informed approach throughout the school</p> <p>Further development of 'self-care' activities to promote staff wellbeing</p> <p>Parental Engagement Action Plan to be put into practice.</p> <p>Refreshed Positive Relationships Policy to be promoted and adopted across the school community</p> <p>Continued promotion of the UNCRC through assemblies with whole school engagement with UNCRC Framework working towards next level of Rights Respecting School</p> <p>Self-evaluation of Celebrating and Worshiping theme to create action plan to provide</p> <p>Opportunities for spiritual and moral prayer and liturgy experiences with parents and wider parish</p> <p>Creation of a programme of training, retreat and pilgrimage for pupils and staff to take into account Sacramental Preparations and Liturgical Seasons</p> <p>Plan in partnership with Parish for Scottish Catholic Education Week</p>                        | <p>August 2024</p> <p>August 2024 – June 2025</p> <p>August 2024 - June 2025</p> <p>August 2024 – June 2025</p> <p>August – November 2024</p>                       | <p>Assess HWB utilising a range of assessment tools such as WL HWB Questionnaire, WL Ethos Surveys, ICE Pack and tracking information</p> <p>Leuven's Scale to be recorded at beginning and end of block of Nurture sessions to assess health and wellbeing and engagement</p> <p>Tracking information</p> <p>Teacher observation and judgement</p> <p>Gathering views of all stakeholders</p> <p>Impact of DIF action plan and evaluative statement to support DIF progress</p> <p>Attainment of Pope Francis Faith Awards</p> <p>Self-evaluation – HIGIOS 4 / How Good is Our School 4</p> |
| <p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>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>  | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information  | <p>Termly Progress &amp; Support Meetings and Bi-annual Connected QI activities</p> <p>Whole school approach to improving learning, &amp; teaching and differentiation skills by attending Equity Team Learning, Teaching &amp; Assessment and Differentiation Bitesize Sessions</p> <p>Engage and work closely with Cluster Literacy Pedagogy Officer to increase staff capacity in writing</p> <p>Daily writing at all levels to support writing stamina, accuracy and presentation in all writing with a whole school focus professional development on dyslexia as pupil numbers are increasing</p> <p>Embed the use of PM Oracy and Reciprocal Reading</p> <p>Increase moderation activities with cluster schools to support teacher judgement and achievement of a level</p> <p>Numeracy Lead to update Numeracy Strategy and Action Plan</p> <p>Embed a whole school numeracy resource to support continuity in learning, teaching and assessment</p> <p>PUMA Assessments to be continued with SHINE resource to support learners improve areas identified as gaps</p> | <p>September 2024 – April 2025</p> <p>August 2024 – June 2024</p> <p>August 2024 – June 2024</p> <p>August 2024</p> <p>August 2024</p> <p>August 2024 – June 25</p> | <p>Quality Assurance Activities</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> <p>Staff peer and SLT observations</p> <p>Attainment of Reading Accreditation</p> <p>Self-evaluation – HIGIOS 4 / How Good is Our School 4</p>  |



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|--|--|--|---|--|
| <p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>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>  | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <p>Create Equity Strategy</p> <p>Create robust P.E.F./ CoSD plans</p> <p>Target group to be involved in deciding on Participatory Budget</p> <p>Termly Progress &amp; Support Meetings and Bi-annual Connected QI Activities</p> <p>Continue with work started whilst working with Equity Team to ensure that all possible support is given to target learners to support improvement in attainment, experiences and final outcomes</p> <p>Improved differentiation to impact learning and teaching in target groups</p> <p>Target group in P1 to have 20 minutes of designated story time and 10 minutes of conversation time each day</p> <p>Develop reading book lending library for P1 – P2 to increase number of books in target households</p> <p>PM Oracy to be implemented to support Listening and Talking in progressing writing</p> <p>SfL teacher to provide targeted support for Q1 pupils in Literacy and Numeracy utilising new and existing resources</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>August 2024</p> <p>September 2024 – April 2025</p> <p>August 2024 - June 2025</p> <p>September 2024</p> <p>August 2024 - June 2025</p> | <p>Quality Assurance Activities</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> <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>Self-evaluation – HIGIOS 4 / How Good is Our School 4</p>   |
| <p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</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> | <input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <p>Skills Club will be updated and continue termly to facilitate learners' choice in skills, knowledge and experiences by utilising skills and talents of staff, parents and stakeholders across a range of subjects and themes</p> <p>Skills for life to continue through:</p> <ul style="list-style-type: none"> <li>• completing applications for senior leadership roles in Primaries 5, 6, 7 for buddies, captains and vice-captains</li> <li>• interviews for successful captain and vice-captain candidates</li> <li>• Successful candidates will run a campaign</li> <li>• Public speaking at elections for above positions</li> <li>• Setting agendas and taking minutes of meetings termly</li> <li>• Lead learner roles to continue with dedicated meeting times</li> </ul> <p>'I can' statements from the Career Education Standard to be used to inform planning and assessment of skills</p> <p>Learning for Sustainability Lead to continue to develop outdoor learning and play across the school to developing skills for life and learning beyond school</p> <p>Embed high quality digital learning and teaching to increase learner confidence and skills</p> <p>Implement Digital Strategy to promote equity and consistency in the use of digital resources</p> | <p>September 2024 – May 2025</p> <p>September 2024 – June 2025</p> <p>September 2024</p> <p>October 2024</p> <p>August 2024</p>           | <p>Progress &amp; Support Meetings</p> <p>Quality Assurance Activities</p> <p>Learner Questionnaires at start and end of each block of Skills Club</p> <p>Lead learners to participate in moderation activities and share with wider staff team</p> <p>Learning conversations to demonstrate a clear understanding of skills for life, learning and work</p> <p>Peer observations to demonstrate links to skills based curriculum.</p> <p>Attainment of next level of Digital Schools Award</p> <p>Self-evaluation – HIGIOS 4 / How Good is Our School 4</p> |



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