

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



# **PROGRESS REPORT FOR SESSION 2022/23**

**(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 204 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 2-4 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 their vision and values, which were created by our learners 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 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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></p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p>Nurture groups and approaches will be further developed to increase positive responses of social and emotional wellbeing and readiness to start the school day of identified children and young people and promote inclusion.</p> <p>All children will have a more agile curriculum with access to outdoor learning weekly to promote improved responses in the recording of physical and emotional wellbeing and develop learning for sustainability.</p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>✓ School and ELC Improvement.</li> <li>✓ School and ELC Leadership</li> <li>✓ Teacher and Practitioner Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Curriculum and Assessment</li> <li>✓ Performance Information</li> </ul>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>- Nurture Group for targeted children before school established by two class teachers</li> <li>- Daily check-ins for every child</li> <li>- Staff CLPL and training in Learning for Sustainability</li> <li>- Introduction to UNCRC</li> <li>- Rights Respecting School</li> <li>- Infant participation with WLC in their outdoor learning area</li> <li>- Woodwork visits from Mr Wilson</li> <li>- Participation in Green Gyms</li> <li>- Outdoor Learning Timetable created and distributed</li> <li>- Health Week</li> <li>- Sports Day</li> <li>- Whole school participation in Outdoor Learning Day</li> <li>- Baseline questionnaire to all pupils, parents/carers and staff regarding the school yard. After which each class is now responsible for a designated area of playground to care for and develop</li> <li>- Litter picking timetable</li> <li>- Palette competition – each class has designed and created a palette to be used in the yard for play, learning and music</li> <li>- Playground games bags for all areas of the yard</li> <li>- Termly whole-school free play days</li> <li>- Playground Pals created to role model play, responsibility and develop leadership</li> <li>- Learning for Sustainability Committee created with regular meetings and actions</li> <li>- Skills Club Eco Group learning for 6 week blocks</li> <li>- Whole School Eco Assemblies</li> <li>- Lighthouse Team visit to Ormiston to see LIM</li> </ul> <p><b>Evidence indicates that:</b></p> <p><b>Almost all learners</b> identified for Nurture Group attended and participated in group</p> <p><b>All learners</b> have dedicated outdoor learning time to promote physical and emotional wellbeing</p> <p><b>All learners</b> have pupil voice and are actively involved in school development</p>
<p><b>ELC</b></p> <p>Wellbeing indicator prompts will be embedded to support practitioners in identifying and meeting the needs of all children as well as prompts for children in reporting their wellbeing</p> <p>Children will be more aware of their own learning through their exploration and interactions with ELC practitioners. Home-Nursery links will be formed with parents as the ELC move towards online learner journals using the Seesaw platform</p>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>• SHANARRI prompts in personal plans to ensure support plans are accurate</li> <li>• SHANARRI display to use for teaching and characters displayed in all areas of the ELC as a visual prompt</li> <li>• Crochet SHANARRI characters to help children identify each character and stickers given when children demonstrate the SHANARRI values</li> <li>• Seesaw Platform implemented across N3 / N4 and N5 from April 2023</li> <li>• Some already parents accessing Seesaw to review and comment on their child's play and learning</li> </ul> <p><b>Evidence indicates that:</b></p> <ul style="list-style-type: none"> <li>• Children now able to name and identify SHANARRI characters and often refer to them during play and to complement peers</li> <li>• Parents are commenting on their children's learning and at times sharing learning from home</li> </ul>

PRIORITY	HOW DID WE DO?
<p><b>2.</b></p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Embed a whole school approach to developing reading strategies and skills, explicitly reciprocal reading to increase reading skills for specifically our current P3 and P4 children by 2%.</p> <p>Identify a whole school numeracy resource to support continuity in learning and teaching across all stages and to increase numeracy attainment in specifically our current P3, P4, P6 and P7 by 2%.</p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>✓ School and ELC Improvement.</li> <li>✓ School and ELC Leadership</li> <li>✓ Teacher and Practitioner Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Curriculum and Assessment</li> <li>✓ Performance Information</li> </ul>	<p><b>We have made good progress. What did we do?</b></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Worked with Literacy Pedagogy Officer to embed reciprocal reading across the school through observations, modelling and feedback</li> <li>- Supported by Literacy Pedagogy Officer and Literacy Lead created a Reading Toolkit for each stage in the school</li> <li>- Whole-school Clicker 8 training</li> <li>- Increased use of digital resources such as Doorway Online, Sumdog, IDL</li> <li>- Daily PSW Support for targeted interventions involving Colourful Consonants, Vowel House and 5-Minute Boxes</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>- Whole-school use of WL Number Pathways</li> <li>- Numeracy Lead audit of Maths Resource used across school and has in collaboration with all staff and Mathletes (pupils) sourced a whole-school resource for consistency and continuity</li> <li>- PUMA resource used for assessment with SHINE intervention for progression</li> <li>- Number Talks daily</li> <li>- Use of Sumdog and IDL to develop digital learning</li> <li>- Targeted interventions using 5-Minute Boxes, SEAL and Number Blocks</li> <li>- Increased modelling and use of concrete materials to support learning</li> </ul> <p><b>Evidence indicates that :</b></p> <p><b>All targeted learners</b> are benefiting from increased confidence and teacher confidence in using Clicker 8</p> <p><b>Almost all learners</b> who received targeted interventions and specialist input have progressed in their learning and raised their achievement.</p> <p><b>More learners</b> are able to draw on different strategies and resources to support their learning.</p>
<p><b>ELC</b></p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Literacy and Numeracy environments and activities will be inviting and enriched both indoors and outdoors to increase Literacy and Numeracy capacity in all our children through play and high quality activities.</p>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>• Nursery rhyme character provocations encourage children to sing and recite rhymes</li> <li>• Books displayed are refreshed regularly to maintain interest and enquiry</li> <li>• Bedtime Story Initiative is encouraging parental engagement</li> <li>• Construction, Numeracy and Home Corner areas enriched with measuring instruments which has encouraged measurement language</li> <li>• Enticing loose parts used to support counting, sorting, matching and measuring</li> </ul> <p><b>Evidence indicates that :</b></p> <ul style="list-style-type: none"> <li>• An increased number of children were able to recall and retell a story by the end of N5</li> <li>• By the end of N5 most children were able to sort and match items and the majority are able to confidently use the language of measurement</li> </ul>

PRIORITY	HOW DID WE DO?
<p><b>3.</b></p> <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p>Apply targeted interventions via individual and group support to increase numeracy and overall literacy attainment and access wider achievement activities for Q1 pupils across the school, specifically P6.</p> <p>Parents of target group will feel more able to support their children's learning through engagement with school activities to increase their understanding of their children's learning.</p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>✓ School and ELC Improvement.</li> <li>✓ School and ELC Leadership</li> <li>✓ Teacher and Practitioner Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Curriculum and Assessment</li> <li>✓ Performance Information</li> </ul>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>- PEF used for Literacy/Numeracy/HWB activities targeted to Q1 learners and those with hidden poverty</li> <li>- Creation and roll out of Skills Club</li> <li>- Teachers and PSWs trained in interventions to improve Literacy and Numeracy for targeted group, such as 5 Minute boxes for Literacy and Numeracy, IDL, Clicker8, Colourful Consonants, Vowel House, Number Blocks and SEAL</li> <li>- PSW timetables to ensure interventions are carried out daily</li> <li>- Ensure all Q1 children have a leadership role within school</li> <li>- Monthly Values certificates that are awarded for personal qualities as well as achievement</li> <li>- Monthly Tea with Mrs G. for children who display effort and endeavour in learning and wider achievements</li> <li>- Class celebrations for wider achievements</li> <li>- SfL teacher working with Q1 to raise attainment or offer challenge</li> <li>- Teacher led lunch and after-school clubs</li> </ul> <p><b>Evidence indicates that :</b></p> <p><b>All learners</b> in the target group received individual or small group support with almost all progressing their learning in literacy and numeracy</p> <p><b>All learners</b> were given equal opportunities to access digital learning</p> <p><b>All learners</b> in the target group benefited from the P.E.F. to not only enhance learning but access wider achievements and improve health and wellbeing</p>
<p><b>ELC</b></p> <p>Through focused interventions almost all children in our target group will improve communication and social language skills to impact play, learning and attainment.</p>	<p><b>We have made good progress. What did we do?</b></p> <p>Targeted children accessed:</p> <ul style="list-style-type: none"> <li>• Music groups for support language development</li> <li>• Small group games to promote turn-taking skills and social interaction</li> <li>• 1:1 to nurture reciprocal interaction</li> <li>• ISS to support transitions</li> <li>• Outreach support to develop communication skills</li> </ul> <p><b>Evidence indicates that targeted children's :</b></p> <ul style="list-style-type: none"> <li>• communication and language developed and progressed</li> <li>• turn-taking and sharing language increased and is used different contexts</li> </ul>

PRIORITY	HOW DID WE DO?
<p><b>4.</b></p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p>Increase and embed learning and teaching in leadership for all children and young people to develop skills for life and work.</p> <p>All children will have increased learning and teaching in digital technologies and STEM to develop skills for career and employment</p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>✓ School and ELC Improvement.</li> <li>✓ School and ELC Leadership</li> <li>✓ Teacher and Practitioner Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Curriculum and Assessment Performance Information</li> </ul>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>• Creation and roll out of Skills Club – runs for six weeks at a time and children choose the skills they would like to learn. This consists of 4 weeks of skills, 1 week with all committees meeting and 1 week outdoor learning</li> <li>• Class jobs</li> <li>• Skills cards in each class</li> <li>• Pupil leadership roles within committees. Increased staff capacity through leadership roles</li> <li>• P7/P6/P5 learners complete application forms for Captain, Vice-captain and P1 Buddy roles</li> <li>• P7 and P6 candidates run election campaigns to get their messages across the school population</li> <li>• Whole school Captain and Vice-captain election</li> <li>• Termly House Meetings led by Captains and Vice-captains – creating agendas and taking minutes</li> </ul> <p><b>Evidence indicates that:</b></p> <p><b>All learners</b> have access to leadership roles within the school and their class and are given dedicated time to meet and carry out their roles</p> <p><b>All learners</b> views are taken into account with before and after questionnaires from skills club and at House and Leadership Committee meetings</p> <p><b>Almost all learners</b> confidently and effectively contribute to the life of the school</p>
<p><b>ELC</b></p> <p>All children will have increased access to digital learning across a wide range of experiences indoors and outdoors to develop skills for life, learning and work.</p>	<p><b>We have made good progress. What did we do?</b></p> <ul style="list-style-type: none"> <li>• A newly installed Promethean Board has improved the enjoyment, choice and skills of children each day</li> <li>• Children are accessing a wide range of digital activities including numeracy, literacy, jig-saws, sequencing, dancing and exercise</li> <li>• Children are using iPads to take photographs and to research topics of interest to them</li> </ul> <p><b>Evidence indicates that :</b></p> <ul style="list-style-type: none"> <li>• The majority of children have become independent in choosing and using digital technology</li> </ul>

**Attendance and Exclusions (School):**

- Almost all of our children have an attendance rate of 90% or above
- 0 exclusion this year

**Attendance and Exclusions (ELC):**

- Almost all of our children have an attendance rate of 90% or above
- 0 exclusion this year

**Parental Engagement:**

- An active and supportive Parent Group
- Almost all our parents and carers have engaged with meetings regarding pupil progress, I.E.P. and C.P.M.s (School and ELC)
- Some of our parents have taken part in Coffee & Catch-up Sessions
- Celebrating success and sharing events and Information with parents on the school app and twitter
- Parents invited to Monthly Class Masses and Class Assemblies
- Primary 7 parents invited to attend Leavers Mass
- Parents invited to School Nativity and Service Around the Crib
- Parents of new entrants invited to share in transition visits to school and lunches to support their children's transition
- ELC parents invited to Stay-and-Play sessions
- Monthly parental challenge questions (ELC) to support refreshing the ELC curriculum rationale and include parents in other decisions regarding the ELC
- Parental induction visits for new entrants to the ELC
- ELC parents/carers invited to sports day, moving on celebrations and trips

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

- House captains and vice-captains led self-evaluation of our learning environments to drive improvement
- Leadership roles across the school to support improvement
- Green Gyms participation and engagement to promote Learning for Sustainability
- Sharing our knowledge, skills and experience of Play Pedagogy with other establishments
- Fundraising events such as creating a School Calendar and participation in a sponsored Obstacle Course
- Tree planting in Armadale to support sustainability in the local area
- Working towards Scottish Book Trust Reading Accreditation
- Participation in Health Week, World Book Week, Scottish Book Week, Maths Week and Fire Awareness Activities
- Development of Reading Champions participation in a range of activities during Scottish Book Week and have launched our Reading Accreditation and FM Reading Challenge
- Two teams participating in the Euro Quiz
- Working towards Digital Accreditation
- Robust transition from ELC to P1
- Staff training to implement Forest Kindergarten School within the ELC

## Developing in Faith Theme: Honouring Jesus Christ as The Way, The Truth and the Life

Our Faith and Christian ethos is fosters a caring, loving and supportive environment based on our school vision as a place of learning and growing through faith, love and respect and our values of Faith, Honesty, Love, Respect, Achievement and Confidence. The vision and values were created by those in our school, parish and community. All classrooms have a Values Wall which displays pupils who are showing our values with our monthly Value Awards Assembly celebrating pupils who have demonstrated our faith values in school. Almost all our whole-school assemblies are faith based to support learning about and participation in our Faith and the Liturgical calendar, whether through prayer, hymn practise or presentations.

As a result of our strong links with our parish, priest and deacon, whole-school monthly class Masses are celebrated where each class deliver the Readings, Psalm, Gospel Acclamation, Prayers of the Faithful and Offertory as well as our school altar servers and choir participating. We encourage parents and members of the parish to attend these Masses to share our faith and foster relationships across our community and give all children a chance to contribute. This also supports our young people who are working towards Pope Francis Faith Awards and provides opportunities to utilise important life skills

We also work very closely with our parents, parish and community to prepare our pupils to receive the Sacraments. Staff as well as parents attend meetings about the Sacraments so that our children are appropriately prepared. Staff take up opportunities to train and refresh knowledge to support this and deliver meaningful religious education across the school. Each year our infant pupils prepare and perform the Nativity to which parents and our elderly community are invited to attend. Our Primary 6 pupils prepare and perform our Service Round the Crib for the whole school and parents to deliver and celebrate the real meaning of Christmas.

Our four school houses, named after Saints (St Bernadette, St Francis, St Joseph and St Margaret), give the pupils of each house a faith focus and a sense of belonging not only to the school but within the school. The inception of the Houses and captain and vice-captain roles encourages leadership and responsibility across the school.

To help raise awareness of the needs of people around the world our Minnie Vinnies group have participated in lunchtime Stations of the Cross during Lent and the recitation of the Rosary for the intentions of others during the month of May. This year all of our pupils attended Exposition of the Blessed Sacrament during the 40 Hours Devotion in a day of prayer and meditation to enable them to pray before Jesus and take part in tradition and prayers not used daily.

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	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)