



St. Anthony's Primary School



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Jacqueline G. McBurnie

Head Teacher

Our School

St. Anthony's Primary is a denominational primary school with non-denominational classes for children with additional support needs, these are now called Flexible Learning Resource (FLR) and support schools throughout Renfrewshire. The school is located in Spateston, Johnstone. The school, constructed in 1969, and has benefitted from a whole school refurbishment in 2018.

St. Anthony's Primary school has 245 pupils with children from a wide catchment. Our catchment areas include Elderslie, Johnstone, Howwood and Lochwinnoch. St Benedict's High School is the secondary school that most pupils attend after the end of their primary schooling years.

All staff at St. Anthony's take great pride in their school and work extremely hard to maintain a supportive and stimulating learning environment that allows all children to maximise their learning experience. Through engaging with meaningful experiences, children are motivated, independent, and responsible in both teacher and child led activities. We are an accredited Visible Learning school. The school is very well respected within its community.

Our Vision, Values and Aims

Our vision is to give our learners success today that prepares them for tomorrow based on the principles of the Rights Respecting School. We aim to be excellent in every way, every day. Our Heart Values are central to all we believe as an honest, extraordinary, aspirational, respectful, and trusting community.

Successes and Achievements

- Our vision, values and aims continue to be central to our work. Children can confidently talk about these while demonstrating them in practice.
- We have been able to work together in person again with our parents/carers (from April 2022) with everyone who supports the work of St. Anthony's Primary, and this has had a very positive impact on the wellbeing of all staff, learners, and families.
- School trips were reintroduced with the whole school (P1-7) enjoying a trip to Heads of Ayr in June and a residential trip in May '23. With various other class trips throughout the year e.g., Glasgow Science Centre and Carfin.
- We carried out an induction programme for children transferring to primary 1 in August 2023. This involved a series of visits for the children and information sessions for parents/carers to ensure a smooth transition for the children and their families as they begin their Primary 1 experience. We also reintroduced play sessions for parents/carers. The Headteacher carried out a home visit to every child enrolled in the school for Primary 1.
- Induction visits took place to support Primary 6 and 7/S1 transitions, including visits to St. Benedict's (or receiving secondary school) for all children. This included enhanced transition via the summer HomeLink programme during the summer holiday to offer additional experiences for those identified as requiring support.
- Seesaw was introduced and utilised regularly by staff, children, and parents/carers.
- Basketball team reached regional finals organised by National Basketball Association for the second year in a row, winning it outright with no defeats.
- Football and Netball teams successfully participated in Authority tournaments.
- Primary 6 and 7 participated successfully in the authority Track and Field event.

- Primary 4 took part in a tennis tournament.
- School choir performed at the City of Glasgow Music Festival, winning First Place.
- Primary 5 and 6 performed at Glasgow's Scottish Opera.
- Successful completion of partnership with Disney and Scottish Opera, with a school performance to an audience, of "Frozen Kids." This was a premier performance outside the USA.
- All teaching staff participated in Talk for Writing training year 2.
- Two Teachers successfully completed mentoring within IOC (Improving Our Classrooms).
- HT is IOC (Improving Our Classrooms) lead for the Authority.
- Primary 2 completed NYCOS (National Youth Choir of Scotland) singing games 2023 project.
- Groups established for Violin, Ukulele, Drums, Chanter, and Guitar.
- Laudato Si Programme successfully launched.
- Primary Engineer competition entered where pupils across the UK were asked to use creative thinking and come up with their own engineering designs. This year tens of thousands of pupils answered the question "If you were an engineer, what would you do?". From the 40,000 entries St. Anthony's had two Highly Commended and three Winners, one of which also won the Judge's Regional Award. Presentations took place at Strathclyde University, with family and school staff in attendance.
- Primary 6 pupils have achieved Young STEM (Science, Technologies, Engineering and Mathematics) Leaders Level 2 certificate.
- We have weekly bronze, silver and gold award ceremonies which celebrate a range of pupil achievements.
- The children from our Flexible Learning Resource took part in the Strathgryffe Tennis Festival after input from a tennis expert within the school.
- Our Primary Seven pupils undertook the Bikeability programme learning about bike safety whilst cycling on the roads.
- We have also been able to utilise a "Therapet" resource where selected pupils have been able to work with a trained dog to help them to develop a variety of skills.
- The school undertake many fundraising opportunities throughout the school year, often led by the pupils themselves.

How Successful Have We Been In Improving Our School?

School Leadership

- All staff have taken on leadership roles linked to their skills, interests, and the priorities of our school improvement plan. This is done through the delivery of lunch time and after school clubs, house meetings and assemblies, Literacy and Numeracy Champions, collaboration with universities, working parties and other government agencies.
- Various members of staff have also been working closely with Scottish Opera and Disney and have gained practical skills in the performing arts which can be used to help support pupils throughout the school.
- Our children have led in many initiatives including developing our, Pupil Council, House Committees, Page Turners, Play Leaders, Primary 7 buddies, Young STEM

Leaders and our Laudato Si Group. This ensures the child's voice is heard and valued.

- HT delivered IOC programme, increasing knowledge of latest research and impact on educational provision.
- Staff members are IOC mentors, supporting upleveling of learning and teaching within Renfrewshire.
- Our Parent Council worked extremely hard to continue to ensure the Parent Forum is kept up to date with educational developments across the year. Our chairperson attends the Parent Council liaison meetings and provides updates to the parent forum on educational matters.

Teacher Professionalism

- All staff have been trained in "N.V.R" (Non-violent Resistance), "Circle," "STEM project" and "Talk for Writing." They are now able to deploy a wide range of innovative and creative resources and teaching approaches to enhance learning and teaching. This has resulted in increased engagement of our learners and raised attainment and provided a clearer understanding of differentiation.
- The HT and teaching staff have presented again at Glasgow University, Strathclyde University, and several other agencies. This allowed us the opportunity to share our school's good practice with others.
- Staff have welcomed visitors from Inverclyde, North Ayrshire, and South Lanarkshire, sharing the good practice we have in the school.
- All teaching staff are becoming increasingly confident at analysing data and planning appropriate interventions to encourage an increase in children's attainment in Literacy, Numeracy and Health and Wellbeing.
- Staff participate collegiately in self-evaluation activities and provide honest and helpful feedback to set relevant and meaningful priorities for improvement.
- All teaching staff engage in the Professional Review and Development process and reflect upon practice using General Teaching Council for Scotland standards which contribute towards their professional learning record.
- All staff participated in RNRA (Renfrewshire Nurturing Relationships Approach) training which has provided deeper understanding of child development, attachment theory and nurture principles. Everyone is looking forward to engaging further in this training throughout the next school session and seeing the positive impact of the work of our Core group.
- All teaching staff have undergone extensive training in Visible Learning, helping us to best meet the needs of the children. This training will be continuing into the new school year.
- All teaching staff participate in a variety of working parties to help to meet the needs of the school such as Nurture, Literacy, Numeracy and STEM.
- All ASNA staff have undergone additional training to help them support our children such as training on Foetal Alcohol Spectrum Disorder and Lego Therapy.

Parental Engagement

- Homework was delivered via See Saw, to ensure we had a robust online system in place.
- Termly Curriculum Leaflets communicating planned work for the classroom are shared with parents/carers.

- Written Reports are shared, three times a year, with parents/carers. They include child's working level, next steps, pupil's voice and parent's comments ensuring all parties are aware of successes and areas for improvement.
- We also hold open afternoons which give the parents/carers an opportunity to come into class and participate in learning experiences with their child.
- We also have a strong Parent Council who support the wider life of the school.
- We now have email addresses for all parents/carers to ensure updated information reaches all parents/carers in a timely fashion.
- The Head Teacher and two representative teaching members of staff attend Parent Council meetings monthly and maintain contact with Parent Council Chairperson by email regarding business matters. Strong, positive partnership enabled our Parent Council to raise funds which have enhanced teaching and learning opportunities for our children.
- Our "Reading Around the Campfire" night is also an opportunity for parents to come into the school in a less formal capacity.
- The Green House has helped to organise a "Retro-rail," where parents can recycle uniforms. This also allows for parents who may be struggling to receive support from the school with the pupil's school uniforms.
- Our Primary four and Primary seven parent's get an opportunity to share in the sacraments of First Communion and Confirmation preparation with their children.

Assessment of Children's Progress

- SLT (Senior Leadership Team) and teaching staff meet regularly for tracking meetings to plan together and focus on assessment activities. This allows us to implement early interventions.
- Staff are now more confident in using the Benchmarks to inform teacher judgement of attainment levels. This has been clear in our moderation activities.
- We have created pathways for almost all curricular areas. This provides a robust planning framework for all staff, enhancing moderation.
- Our attainment continues to recover from the impact from the pandemic supported by our Visible Learning methodology in place.
- The use of standardised assessments informs teacher judgement of attainment levels.
- The NSA's (National Standardised Assessments) are also used to assess pupils at a national level.
- Children work with their teachers to create individualised targets which help them to identify areas that they need to develop.
- Targeted interventions are used, such as IDL (International Dyslexia Learning), 5 Minute Literacy box and Rainbow Gym to help support pupils in a variety of areas.

School Improvement

- We have a robust reliable self-evaluation system which allows us to identify areas for development.
- We continue to showcase all the literacy work we have been doing since receiving Gold accreditation from the Scottish Book Trust.
- We will continue to use HGIOS (How Good is our School) for learners to ensure our pupils' voices are heard within our school evaluation programme.

- We have been investing in a variety of resources to help support our pupils such as Chromebooks, Seesaw, STEM resources and Lego Therapy.

Performance Information

- All teachers take part in data analysis which has led to our tracking system being modified to suit the needs of the school.
- We continue to use the authority Data Dashboard to evaluate our own data against comparator schools. This assists us in identifying our developmental needs.
- Termly meetings between SLT and Teachers allow a greater focus to take place on supporting the most vulnerable and disadvantaged children in our school community as well as identifying those requiring challenge.

Pupil Equity Funding

Our Pupil Equity Fund plan has been developed in consultation with our school community. The aim of the plan is to support many children and families to help raise attainment in Literacy, Numeracy and Health and Wellbeing, especially for those affected by the poverty related attainment gap. PEF funding allowed us to continue to employ our full-time Additional Support Needs Assistants (ASNAs). They worked as part of our team to develop our inclusive approach across the school by supporting in the following ways:

- 1:1 and small group support – almost all the children who work with our ASNAs reported that they enjoy and benefit from the support. This has had a positive impact on pupil engagement and attainment levels.
- Targeted groups and individuals were supported in Numeracy by using SEAL Maths (Stages of Early Arithmetical Learning) and specialised Literacy resources such as IDL/ 5 minute Literacy Box - all leading to increased levels of attainment for all in Numeracy and Literacy.
- Funding also allowed us to purchase all relevant resources to deliver the Talk for Writing Programme, which has had a significant impact on writing attainment.
- All children in our target intervention groups (Poverty Related Attainment Gap) made at least 1 year's progress in their target area.
- 61% of our target group made more than 1 year's progress and are now on track in Reading.
- 68% of our target group made more than 1 year's progress and are now on track in Writing.
- 47% of our target group made more than 1 year's progress and are now on track in Numeracy.

• **Key Strengths of The School**

- The school has a clear aspirational picture for our children. We want children to be fully engaged in learning, know where they are in their learning and understand their next steps, to achieve success. This aspiration is evident from the moment you enter the main building. The well-established and embedded dispositions are integral to the learner journey and are visible in every corridor, classroom and on all school documentation.
- The children lead their own journey, they know where they are and how to get to the next stage in their unique path. They have tools to support that journey and are aware that they have individual targets which they need to show evidence of achieving and always want to 'move on' in their learning. The children hold very high aspirations for their own learning, take ownership of their learning and know that if they use the dispositions and well embedded help seeking strategies, they will succeed.
- Leaders articulate high expectations of the quality of practice expected from teachers, these are focused on teachers modelling how to be an effective learner, using assessment as feedback and developing the shared language of learning. There is a high drive to maintain consistency in quality and approaches, therefore leaders are proactive in supporting all staff to achieve these high expectations, through a range of professional learning and feedback.
- A nurturing approach is very evident within our school, from the relationships with the staff and pupils, to the inclusion of families and the support that our staff provide for each other.
- We also have formed great links with our local community such as links to our local parish and the support that we receive from them, to supporting the British Legion and local charities.
- We also have an open-door policy where parents should feel that they can come in and talk to us any time and that we will offer the best support that we can to ensure that everyone feels supported.

Our Next Steps – Priorities For 2023-24

We believe that we have made very good progress during session 2022/23 and we will use the improvement priorities listed below to build on this progress moving forward:

- Develop and strengthen opportunities for parental engagement through planned family learning sessions throughout the year. We hope to develop the confidence of parents to engage with their children's learning.
- Develop high quality learning, teaching and assessment - leading to improved attainment and achievement in Literacy with a continued focus on writing.
- Development of Digital Technologies to assist our learners in achieving their learning goals.
- Further develop the consistency of nurture approaches to improve Social, Emotional, and Mental Health and Wellbeing. This includes continuing working on our Renfrewshire Nurturing Relationships Approach (RNRA) journey.
- Further develop our outdoor learning programme to make more use of our wider community's natural resources.
- Embed and further develop our Laudato Si Programme.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

