Renfrewshire
Council

Success for today, prepared for tomorrow

St Anthony's Primary

School Improvement Plan
2024/25

Planning framework

As part of Children's Services, St. Anthony's Primary has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

National Priorities
We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities
Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding
Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy health and wellbeing to close the poverty-related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.	We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.	We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.	We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.	We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision
Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes

Our Vision, Values and Aims

Our Vision
Students will have success for today and be prepared for tomorrow.

Our aim is to be Excellent every day in every way.
We will achieve this by:

Making sure all pupils are aware of the Rights through Right Respecting school education and become successful learners, effective contributors, confident individuals, and responsible citizens by:

1. Providing a broad balanced, challenging, and enjoyable curriculum through a range of personalised co-operative learning experiences.
2. Creating an inclusive ethos that nurtures healthy, happy children celebrating their wider achievements as they grow in their Faith.
3. Fostering good relationships between staff and pupils, effective partnerships between home and school and close links with agencies and the community in a safe, stimulating, and healthy environment.

Our 'HEART' Values
Honest
Extraordinary
Aspirational
Respect
Trust

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents, carers, and staff. We used a variety of methods of getting the views of those who are involved in the life and work of St. Anthony's such as staff meetings, PRD reviews with all staff, working parties for the SIP and parent and pupil questionnaires and meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. They include representatives from local universities, health, early years and the third sector.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include Staff being involved in Self Evaluation programme using HGIOS 4. Developing in Faith, information collated and used to create School Profile, class learning visits, timetables of staff peer visits, monitoring programme agreed by staff in August for the year, attainment and attendance tracking, school inclusion programme, team teaching where appropriate and at pupil's ability and social skills level.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Learners as Leaders of Learning

HGIOS/HGIOE LC Qis 1.1 1.2 3.1	NIF Priorities • <mark>Placing the human rights and needs of every child and young person at the centre of education</mark> • <mark>Improvement in children's and young people's health and wellbeing</mark> • Improvement in employability skills and sustained, positive school	NIF Drivers

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Our children are currently involved in a variety of evaluative activities in the school including using the HGIOURS document e.g.: over this session, our Pupil Council have used 'Our School and Community' theme to help improve the range of digital technologies available in PR 4-7 and increase the opportunities for using these in learning. We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school. The YLL programme also links to the UNCRC work we are doing in school to obtain our RRS Silver Award.	By Aug 2025: We have an improved structure for the inclusion of learner voice into our self-evaluation processes. Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them. Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement. Young Leaders will have an enhanced range of skills including: - communication - team work - resilience - time keeping - organisation - and social skills Our Young Leaders will be excellent role models and will train a further group of	Local authority staff and learner pre & post YLL programme evaluation - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools School's own evaluation of the programme (Staff & Pupil Evaluations Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed	Our YLL Team (comprising 8 Pr 6 learners) will attend YLL training in August 2024 along with our partner school St John Bosco Over a series of 3/4 planning meetings (online and face to face) our YLs will develop: - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept – Nov 2024) YLs will take part in reciprocal visits in January 2025 and identify: - strengths of the focus area in each school - areas for development in each school YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)

	Young Leaders to take part in the programme in 2025-26. An enhanced relationship with St John Bosco school by August 2025 will allow: - further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities.		

Improvement Priority 2 Provide all children with high-quality STEM opportunities			
HGIOS/HGIOELC QIs QI 2.3 QI 2.2 QI 1.2 QI 3.3	**NIF Priorities** • Placing the human rights and needs of every child and young person at the centre of education • <mark>Improvement in attainment, particularly in literacy and numeracy</mark>	**NIF Drivers**	
Rationale for change	**Outcome and Expected Impact**	**Measures**	**Intervention**
STEM Education: Continuing on our journey to improve outcomes for learners in STEM, will provide professional development opportunities for teachers. This will include training on how to incorporate STEM into their lesson plans and how to use technology to enhance STEM learning. The school will also continue to invest in new equipment and resources that will allow students to engage in hands-on STEM activities. STEM clubs and competitions will be organized to encourage student interest and participation in STEM subjects.	**By June 2025 all staff will:** • Continue to improve their confidence and expertise in STEM related subjects. • widen their portfolio of learning and teaching approaches. **All teaching staff** will benefit from participating in STEM CLPL **by June 2025.** **All children** will have benefitted from continued increased volume and quality of STEM opportunities **by June 2025**. **P6 and P7** learners will have benefitted from the opportunity to lead learning in STEM through developing as Young STEM Leaders. **Learners** Individual, class and whole school attainment in Numeracy will improve as a result of	• Baseline and Comparative participant surveys will show where gains have been made in teacher and pupil confidence. • Teachers' planning will reflect and increased focus on STEM and a progression of skills through relevant, real-life connections in the curriculum. • Evaluations of new interactive planning formats • Analysis from weekly and termly planning and meetings with staff, will reflect an increase in the number of and quality of STEM subjects. • Almost all pupils, through focus groups and class-based evidence feedback positively about their awareness of and learning in STEM subjects – survey for STEM in general for all pupils. • Almost all parents/carers and partners in support STEM learning, in and out of the school. • Measurement of the attainment data within Numeracy by June 2025.	**Provide all children with high-quality STEM opportunities through effective planning for teaching and learning, staff development and partnership working.** **Partnership Working** • **The Royal Society –** Primary 7 will continue to participate in year two of our two-year project with The Royal Society and Glasgow Caledonian University to answer to answer the question 'What Impact does aerodynamic design have on car performance?' • **Amazon and APAX SSERC Vex –** Primary 7 will participate in year two of two-year project with SSERC developing Coding concepts and approaches using Vex Go and Vex 123 resource.

As pupils progress through the school, attainment data now highlights an increasing trend in achievement of CfE Numeracy levels at P5, P6 and P7 and maintenance of level at P4, within our mainstream cohort. Prior to targeted interventions, a diminishing trend was prevalent.

Please see data below:

	% on track			
	P4	P5	P6	P7
2023 - 2024	75	91	88	85
2022- 2023	75	88	83	80
2021- 2022	83	67	76	79
2020- 2021	78	50	67	0
2019- 2020	Co vid	Co vid	Co vid	Co vid
2018- 2019	■	70	81	78

There is a need to continue to develop all staff confidence in delivering engaging and practical STEM lessons and to develop a clear plan to ensure that STEM is being employed consistently throughout the school with

supporting target groups/individuals to close attainment gaps in Numeracy and Mathematics.

24-25	Target % range for children on track June 25
P4	83 – 88
P7	88 – 93

Families
Raised awareness and understanding of STEM amongst all parents and carers.

- Continue to evaluate processes from Partnership work reflects a change in teacher, pupil and families' perception of STEM subjects and their understanding and knowledge of the application for STEM subject to the World of Work and their own lives.
- Teacher feedback: The school will gather feedback from teachers on their experiences with the professional development opportunities provided to them. This feedback will be used to assess the effectiveness of the training and to make any necessary adjustments.
- Student feedback: The school will gather feedback from students on their experiences with STEM education, writing instruction, and school activities. This feedback will be used to assess the effectiveness of the school's strategies for engaging students and improving learning outcomes.
- Families: Families involved in STEM activities at Open Afternoon will be asked to complete an exit poll.

- **Primary Engineer –** Participate in 'If you were and Engineer, what would you do? Programme
- **Extra-curricular – 'St. Anthony's Let's Get Coding!'** – Continue to provide a series of extra-curricular activities based on Computing Science that give opportunities for key target groups, across all school stages. Some of these opportunities will provide include Family Learning. Young STEM Leaders will lead on aspects of this. (Legacy of Digital Xtra Funding)
- **Working Party** – continue to support implementation of new interactive planning structures for Digital Literacy, Computing Science and Science. Develop extra-curricular coding experiences. Additional time required from the Working Time Agreement to meet and discuss planning and resources.
- **Embedding** – Continue to embed good practice and learning from last sessions SSERC Primary Science development work
- **Targeted Support** – Pupils identified from tracking data will receive targeted support for Numeracy & Mathematics

positive impact on numeracy attainment.			**Moderation –** Continue to develop a shared understanding of high-quality learning, teaching and assessment experiences in Science, Engineering and Technology. **STEM Nation Award** – By January 2025 apply for at least one area of STEM Nation Award to reflect progress with above actions and general ethos of STEM in school. **Planning** – Termly planning session for consistency and cohesion of teaching and learning across the stages. **Training** – training all staff in using the new resources (Sphero Indi, Bolt, Marty). - Time allocated for staff to familiarise themselves with STEM resources (e.g Sphero, Indi etc) as well direct training. - STEM Ambassadors identified as Staff who are confident in delivering modelling and coaching sessions. - Timetable for STEM resources, to focus on key areas and maximise access to resources. - Whole school overview embed of STEM/resourcing/exposure - Young Enterprise Scotland's Scottish Inventions Challenge

Improvement Priority 3 Raise Attainment in writing

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	• Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Talk for Writing is a Renfrewshire initiative, providing training for all staff, to raise attainment for all. CfE school data demonstrates that, writing is the main area for improvement and the biggest dip in attainment appears at First level. Assessment and tracking information also identify a poverty related attainment gap at this level linked with poor attendance and parental engagement.	**Learners:** By June 2025 we aim that attainment in Writing will be as follows: By June 2025 attainment of the target group is increased, therefore decreasing the poverty related attendance gap:	• Pre/ post teacher judgement data • Writing assessment scores • Pre/ post pupil surveys/learning conversations • Standardised assessment data including SNSA/ACEL at P4 and P7 • Class formative assessment • Levels of staff engagement with CLPL • Relevant programme assessment measures • L and T working group feedback • Pre/post evaluations on staff confidence and understanding. • Tracking meetings with class teacher and inclusion support officers • Peer class visit feedback. • Learner feedback – target group • Target group writing journals. • Engagement with and use of library resources • Pre/ post child and family survey • Levels of parental engagement	• Appointment of 1 FTE ASNA and 0.49 CT to support targeted interventions to identified group. • Talk for Writing showcase in term 1(all classes|) ,to show parents/ carers how to support their child in Talk for Writing and understand the terminology/ process • Collegiate working party time for T4W – develop robust writing assessments. • Provide professional learning for teaching and support staff (T4W). • Audit resources for writing, identify and purchase resources required (Non-fiction texts, Teacher textbooks for planning). • Further development of solo taxonomy as an

Stage	Current %	Stretch Aim %
P2	83	83 - 86
P3	74	74 - 76
P4	58	67 - 71
P5	90	90 - 93
P6	74	86 - 91
P7	76	76 - 84

	Gap 23	% Range gap closed	GAP JUNE 24 Range
Target Group	39%	16% - 31%	23% - 8%

	PRAG Target Group	Non target group
% of learners	37%	76%

on track in writing					

By June 2025 pupil writer engagement surveys will show that over 50% of the target group will identify themselves as writers

Staff
By Dec 2024, almost all teachers and support staff feel more confident in implementing learning and teaching for writing (T4W) – up to date training relevant to staff.

Learners
By June 2024 pupils within our target group with an attendance rate of above 90% will increase by 18% (currently 64%, will increase to 82%)

Families
Parent's will have a better understanding of their child's progress and next steps in writing and are aware of how they will work to achieve this.

- Attendance and late-coming data
- Senior Leadership Team fully trained.
- Class Trio visits feedback.
- Adult/peer/self/parent feedback via seesaw

assessment/ progression tool.
- Streamline digital technologies to promote independence and ease of use (Sumdog? Bookbug?)
- Maintain reading resources to support writing development – Big Cat books etc.
- Develop use of Seesaw for feedback and assessment of writing purposes to help engage parents and pupils.