



## St. Anthony's Primary School



# STANDARDS AND QUALITY REPORT

## June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 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 274 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.
- The first school in Scotland to win the Gold Kite Mark for Music from We Make Music. It was presented to the school in front of distinguished guests who were entertained by our school band, school choir, and a performance from the stars of our school show.
- The children from our Flexible Learning Resource took part in a music programme with Brick Lane music.
- We have weekly bronze, silver, and gold award ceremonies which celebrate a range of pupil achievements.
- Excellence awards celebrate our students' talents and achievements outside of school, recognising the whole child's development.
- Primary 6 and 7 were involved in Disney's Aladdin Kids, supported by the Disney and Scottish Opera partnership. The children were lucky enough to visit The Edinburgh Playhouse to see the stage performance.
- Primary 2 completed NYCOS (National Youth Choir of Scotland) singing games 2024 project.
- Groups established for Violin, Ukulele, Drums, Chanter, and Guitar.
- We carried out a successful induction programme for children transferring to primary 1 in August 2024. 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 offered play sessions for

parents/carers. The Headteacher offered a home visit to every child enrolled in the school for Primary 1.

- We successfully launched our first TIPS class (Transitioning Into the Primary Setting) for children who will be joining our FLR in August.
- 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 continues to be utilised regularly by staff, children, and parents/carers.
- Our Basketball, 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.
- 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 while cycling on the roads.
- School trips were available to all children and were class specific. Some trips included Amazonia, the Transport Museum, Prestwick Airport, Science Centre. Transport Museum, Elev8, Carfin, and P6/7 residential trip to York.
- Laudato Si Programme continues with success.
- Our Traveling Rosary initiative has successfully supported Primary 4 students in making the sacrament of the Holy Communion.
- The Laudato Si prayer and song are regularly recited and sung during assemblies and classes, reinforcing our commitment to environmental stewardship.
- Pilot Parent group was established with a select number of pupils and parents to build and encourage parental engagement throughout the year.
- 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 undertakes many fundraising opportunities throughout the school year, often led by the pupils themselves.
- Our STEM workshops featuring Indi and Botley have showcased the children's proficiency in coding, algorithms, and debugging, while also engaging parents in their learning process.
- Primary 6 and 7s worked on constructing a Goblin car to enhance their STEM skills and experiences.
- Primary 6 and Primary 7 pupils have achieved Young STEM (Science, Technologies, Engineering and Mathematics) Leaders Level 2 certificate.
- Primary 5 worked alongside Network Rail to build an electrical train, they have designed this and entered into a competition.
- Supported by the Scottish Trust, staff participated in a range of author workshops to explore writing and reading development.
- Our school continued to hold Gold status for Reading Schools, in association with Scottish Book Trust. This award recognises the central place that reading for enjoyment has within our school culture.

## **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 lunchtime and after-school clubs, house meetings and assemblies, Literacy and Numeracy Champions, and collaboration with universities and working parties.
- 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 continue to lead 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 the latest research and impact on the educational provision.
- Staff members are IOC mentors, supporting up-leveling 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.
- 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.

### **Teacher Professionalism**

- All staff have been trained in "N.V.R" (Non-violent Resistance), "Circle," "STEM project," "Who Cares Scotland" 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, 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 practices with others.
- Staff have welcomed visitors from Inverclyde, Renfrewshire and East Renfrewshire sharing the good practices we have in the school.
- All teaching staff are becoming increasingly confident in analysing data and planning appropriate interventions to encourage an increase in children's attainment in Literacy, Numeracy, and Health and well-being.
- Staff participate collegially 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 a 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 meet the needs of the school such as Nurture, Literacy, Numeracy, and STEM.
- Some staff took part in Maths Recovery Training Sessions. These sessions increased teacher confidence in identifying gaps in learning and providing appropriate interventions to raise attainment in Numeracy.
- Staff trained in a variety of STEM resources by SSERC, including Indi robotics, VEX Go kits, and Sphero. Children and staff feel more confident in delivering/participating in STEM activities, this has developed skills for learning, life and work.

## **Parental Engagement**

- Homework continues to be delivered via See Saw, to ensure we have a robust online system in place.
- Our STEM workshops for Primary 2 learners engage families in supporting their children's coding skills and using our new resources effectively.
- 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 the 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 allow the parents/carers to come into class and participate in learning experiences with their child.
- We also have a strong Parent Council that supports 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 the Parent Council Chairperson by email regarding business matters. Strong, positive partnership enabled our Parent Council to raise funds that 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 continued 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. This continues with further success.
- Our Primary four and Primary seven parents get an opportunity to share in the sacraments of First Communion and Confirmation preparation with their children.

## **Assessment of Children's Progress**

- Staff are using updated maths pathways and planners, along with a new recording method, making it easier to track progression across different levels.
- Moderation took place within the cluster for Talk for Writing to ensure there was good practice shared throughout schools. This allowed for writing moderation to take place openly and build on teacher judgment.
- 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 judgment 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 of the pandemic supported by our Visible Learning methodology in place.
- The use of standardised assessments informs teacher judgment 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 that 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 by completing Leaders in learning training.
- We continue to invest in a variety of resources to help support our pupils such as Chromebooks, Seesaw, STEM resources, and Lego Therapy.
- We successfully increased parental engagement of our target group to 63%. This had a positive impact on attainment levels within the group, with 53% of the target group now on track in Literacy and 68% on track in Numeracy.
- Feedback from comparative survey shows raised awareness and understanding of STEM amongst pupils/parents/carers.
- We achieved our attainment targets in Numeracy and exceeded our target in Primary 5.
- We improved attainment in Writing of our target group to 53% therefore closing the poverty related attainment gap in writing by 16%.

## 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.
- Our attainment data shows sustained or increased progress from last year's achieved level for most stages:

Stage	L&T 2023	L&T 2024	Reading 2023	Reading 2024	Writing 2023	Writing 2024	Numeracy 2023	Numeracy 2024
P1	N/A	87%	N/A	80%	N/A	80%	N/A	83%
P2	89%	88%	83%	82%	83%	79%	82%	86%
P3	79%	83%	74%	77%	74%	71%	79%	83%
P4	92%	93%	58%	82%	58%	68%	75%	75%
P5	98%	91%	93%	91%	90%	89%	88%	91%
P6	97%	95%	91%	93%	74%	82%	83%	88%
P7	96%	96%	92%	92%	80%	88%	80%	85%

- We have a clear narrative that explains why stages did not show an increase in achieved level throughout the year.

## Pupil Equity Funding

Our Pupil Equity Fund plan has been developed in consultation with our school community. The plan aims 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.
- 63% of our target group made more than 1 year's progress and are now on track in Reading.
- 36% of our target group made more than 1 year's progress and are now on track in Writing.
- 27% 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 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 that they need to show evidence of achieving and always want to 'move on' in their learning. The children hold very high aspirations for their learning, take ownership of their learning, and know that if they use their 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 modeling 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. Circle of friends and PAtHs friendship groups are used regularly to support and nurture children – all ASNA's are trained in this.
- We also have continued to build on our 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 2024-25

We believe that we have made very good progress during session 2023/24 and we will use the improvement priorities listed below to build on this progress moving forward:

- Introduce the Leaders of Learning programme to ensure that the learner's voice leads to whole school improvement.
- 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 and improve overall attendance in the school.
- Develop high-quality learning, teaching, and assessment - leading to improved attainment and achievement in Literacy. through Talk for Writing and ensuring we can embed this successfully into our practice throughout the whole school.
- 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 well-being. 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.
- Continue to embed and further develop our Laudato Si Programme.
- Continue to Develop the knowledge and skills of all staff in using our new STEM resources, including Sphero Bolt, Sphero Indi, Botly, and Marty.
- Continue to support our children and families to improve attendance.
- Continue to build the confidence of all staff in our Talk4Writing programme.
- Continue to enhance the children's knowledge and awareness of the UNCRC articles, as a Rights Respecting School.

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.

**School Name** St. Anthony's Primary  
**School Address** Hallhill Road Johnstone  
**Phone** 0300-300-0178  
**Website**  
<https://blogs.glowscotland.org.uk/re/stanthonys>  
**Twitter-** @StAnthonysSAPS  
**E-mail:** stanthonysenquiries@renfrewshire.gov.uk

### 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.

