



St. Anthony's Primary School



STANDARDS AND QUALITY REPORT June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Jacqueline G. McBurnie

Head Teacher

OUR SCHOOL

St. Anthony's Primary School is a denominational primary school which also includes non-denominational provision for children with additional support needs through its Flexible Learning Resource (FLR). The FLR supports children from across Renfrewshire, providing inclusive, targeted support to meet a wide range of needs.

The school is situated in the Spateston area of Johnstone and currently has a roll of approximately 280 pupils. Children attend from a broad catchment area, including Elderslie, Johnstone, Howwood and Lochwinnoch. The majority of pupils transfer to St. Benedict's High School at the end of Primary 7.

All staff at St. Anthony's Primary School demonstrate a strong commitment to providing a supportive, inclusive and high-quality learning environment. There is a clear focus on ensuring that all learners are fully engaged in meaningful and relevant learning experiences which promote independence, responsibility and motivation across both teacher-led and learner-led activities.

The school is an accredited Visible Learning school, with a strong emphasis on evidence-informed practice to improve outcomes for all learners. St. Anthony's Primary is held in high regard within the local community and benefits from positive and sustained partnerships with parents and stakeholders.

OUR VISION, VALUES AND AIMS

Our vision is to ensure that all learners experience success today which equips them with the skills, knowledge and confidence required for the future. This is underpinned by the principles of our Rights Respecting School approach, ensuring that children's rights are embedded across all aspects of school life.

We are committed to achieving excellence in all that we do, striving to be excellent in every way, every day. Our practice is driven by a shared ambition to provide the highest quality learning experiences and outcomes for every child.

Our *HEART* values are central to our ethos and underpin all relationships and interactions within our school community. As an honest, extraordinary, aspirational, respectful and trusting community, we work collaboratively to create a safe, inclusive and nurturing environment where all learners are supported to thrive.

SUCSESSES AND ACHIEVEMENTS

- Selected as judges for the UK Literacy Association (UKLA) Book Awards, significantly enhancing reading for enjoyment across the school and developing staff understanding and awareness of diverse texts
- Achieved Silver Rights Respecting Schools Award from UNICEF, embedding children's rights and Global Goals across the ethos and curriculum
- Successful partnership with the **Paul Hamlyn Foundation**, developing *Teachers as Writers* and leading to improved quality and engagement in writing through Authors class visits
- Improved attainment in literacy across most stages, particularly in writing
- Our school applied for a grant to develop our school library which we won and used as part of our Non-Fiction library development
- High levels of pupil engagement through creative and purposeful writing opportunities

- As part of the Targeted Schools Programme we were able to focus on developing attainment within Literacy and Numeracy
- Strong focus on pupil voice, with children contributing to school improvement as Young Leaders of Learning (YLL).
- Pupils demonstrating leadership through committees and pupil voice groups
- Positive feedback from parents and partners
- Development of digital learning to support teaching and learning
- Successful whole-school focus on health and wellbeing
- Positive and sustained parental engagement, reflected in feedback and participation
- Continued strong links with parish and community
- Focus on STEM with STEMazing provided a variety of opportunities to develop learner's confidence and ability in this area, including working with outside parties such as Rolls Royce and implementation of Young STEM Leaders in Primary 6 and 7.
- Successful completion of Bikeability Level 1 and 2 by Primary 7 pupils over the last 5 years.
- Community engagement through Intergenerational project.
- Primary 6 took part in Disney's Frozen Kids musical to explore a variety of expressive arts
- TIP – Transition into Primary Classroom offered enhanced transitions for new Primary 1's
- Staff supported teaching and development of student teachers within Strathclyde University by hosting lectures
- Primary 7 visited Schoenstatt as part of their preparation for Confirmation
- Primary 4 experienced a Retreat with their local Parish in preparation for their First Holy Communion

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

During session 2025–26, the school focused on key improvement priorities including raising attainment in literacy, improving numeracy outcomes, and enhancing health and wellbeing.

- **Literacy:** Targeted interventions and consistent approaches to reading and writing have resulted in improved attainment across most stages. Staff moderation and professional learning supported improved consistency in assessment. Moderation activities were carried out across two clusters

Our work with the **Paul Hamlyn Foundation** has had a significant impact on writing across the school. By developing teachers as writers, staff confidence and expertise have increased, leading to more engaging and meaningful writing experiences for pupils. As a result, most learners have made good progress in writing, with improved motivation and quality of work.

Participation in the UKLA Book Awards has further strengthened our reading culture, with increased enthusiasm for reading across all stages. Our involvement in this has allowed us to spend time exploring modern texts, authors and diversity within these.

Our reading culture was further strengthened due to a successful funding bid from Tesco which supported the updating and expansion of the school libraries.

Attainment data shows that:

- **83%** of pupils achieved expected levels in reading (an increase of 1%)
- **79%** achieved expected levels in writing (an increase of 1%)
- **89%** achieved expected levels in listening and talking (increase of 4%)

Most pupils have made **very good progress**, with increased motivation, independence and improved quality of written work.

- **STEM:** The development of STEM has been a significant strength. Through high-quality experiences in robotics and digital technologies, pupils have developed strong skills in problem-solving, critical thinking and collaboration. Participation in *Indies* (independent learning challenges) has further enhanced creativity, resilience and independence. As a result, learners are highly engaged and demonstrate very good progress in applying STEM skills across a range of contexts.
- Pupils have participated in a STEM program with Rolls Royce, allowing for application of STEM skills in a real life context. Targeted approaches to numeracy, including a focus on problem-solving and mathematical thinking, have led to improved attainment and confidence.
- **84%** of pupils achieved expected levels in numeracy (an increase of 4%)
- **Health and Wellbeing:** A strong whole-school nurturing approach has resulted in a highly positive and inclusive ethos. Pupils feel safe, respected and valued. There is clear evidence of improved engagement, attendance and readiness to learn and has had a positive impact on pupil engagement, behaviour, and attendance.
- Health and Wellbeing party have successfully introduced a whole school initiative based around monthly 'self-regulation' strategies to support and build pupil resilience.
- GMWP data shows that **89%** of pupils reported feeling safe in school.
- Almost all pupils can identify and apply a strategy that would support their own emotional regulation.
- **94%** of pupils report that they feel safe and supported in school
- Attendance has increased to 94% (an increase of 1%)
- The majority of pupils demonstrate high levels of engagement and readiness to learn.

Equity: Robust tracking and targeted interventions have been highly effective in reducing barriers to learning. The school is making very good progress in closing the poverty-related attainment gap, with targeted learners demonstrating improved outcomes.

- The attainment gap in Listening and talking has been reduced by 25%
- The attainment gap in Reading has been reduced by 25%
- The attainment gap in Writing has been reduced by 17%
- The attainment gap in Numeracy has been reduced by 25%
- 78% of targeted pupils maintained or achieved expected levels in Reading
- 76% of targeted pupils maintained or achieved expected levels in Writing
- 82% of targeted pupils maintained or achieved expected levels in Numeracy

Overall, the school has made very good progress in achieving its improvement priorities.

PUPIL EQUITY FUNDING

The school used Pupil Equity Funding (PEF) to support learners affected by poverty, with a focus on literacy, numeracy, and wellbeing.

Target group: Pupils identified through data, teacher professional judgement, and socio-economic indicators.

Actions taken:

- Targeted literacy and numeracy interventions
- Implementation of approaches linked to the Paul Hamlyn Foundation writing project
- Additional staffing to support small group and individual learning
- Targeted wellbeing and nurture support
- Provision of resources to support equity of access
- Wellbeing programmes and nurture support
- Resources to support learning at home

Impact:

- Increased attainment in literacy and numeracy for targeted pupils
- Improved confidence and engagement
- Reduction in the attainment gap for identified groups

Evaluation:

- Self-evaluation processes were effective in identifying priorities
- Parents and partners were consulted through meetings and surveys
- Clear tracking and monitoring systems which allow for linear progress that moves with the child, helping to build a clear picture of each individual learner's journey were used to measure impact
- PEF has supported sustainable improvements in teaching approaches and has contributed to a more inclusive and equitable learning environment.

KEY STRENGTHS OF THE SCHOOL

- Strong, inclusive and nurturing ethos rooted in children's rights
- Achievement of UNICEF Silver Rights Respecting Schools Award
- Highly effective partnership with the Paul Hamlyn Foundation leading to improved writing outcomes
- Promotion of a strong reading culture through involvement in UKLA Book Awards
- High-quality teaching and a committed, reflective staff team
- Effective leadership at all levels with a clear focus on improvement
- Strong focus on equity and closing the attainment gap
- Highly engaged pupils who contribute meaningfully to school life
- Positive partnerships with parents, parish and the wider community
- Innovative and effective use of STEM and digital technologies
- Streamlined tracker for holistic view of child, developed throughout school career.
- Extra-curricular opportunities provided for all pupils, i.e. craft club, sports clubs, choir.
- Opportunities for learning outside of school building through retreats, trips and sports teams.
- Expressive Arts learning through school shows, including, Assemblies, Disney and Scottish Opera partnership.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- Further improve attainment and continue to reduce the attainment gap
- Enhance approaches to tracking and monitoring pupil progress
- Further develop health and wellbeing strategies
- Strengthen pupil voice and leadership opportunities
- Introduce and develop Meta-skills to support skills for Learning, Life and Work
- Work towards Gold Rights Respecting Schools Award
- Continue to work towards maintaining Gold Reading Schools Award

Full details of the school's improvement priorities are available in the School Improvement Plan

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.

