



Standards and Quality Report 2024 - 2025

St. Andrew's Primary School



Context of the school

Including some or all of the following:

- **basic school details (roll, class composition etc.)**
- **school vision, value and aims;**
- **local contextual issues;**
- **factors affecting progress (e.g. staffing changes/issues).**

St Andrew's Roman Catholic Primary School is a denominational and co-educational school situated in the heart of Rothesay, on the Isle of Bute. The present roll is 75 with the learners split across four composite classes. We are currently staffed by 5 full time class teachers (including the Principal Teacher), one part-time teacher (2 days a week) and a Head Teacher. We have a Support for Learning Teacher in school one day a week.

St Andrew's Primary is in an area with high deprivation and poverty and this is reflected in the needs of some of our pupils. The school has undergone considerable change in its leadership over the past few years. The current Head Teacher took up the post in March 2024 and was appointed on a permanent basis.

In our school, we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. Our Vision, Values and Aims were reviewed this school year, involving pupils, parents/carers and staff.

Our school values were established in September 2024-

Honesty (UNCRC Articles 12 and 13)

Respect (UNCRC Articles 7 and 16)

Responsibility (UNCRC Articles 12 and 42)

Ambition (UNCRC Articles 4, 28 and 29)

Kindness (Articles 13, 19 and 37)

Our school vision and aims were reviewed in March 2025-

Vision

As a community of faith and learning, St. Andrew's aspires to be a nurturing and connected environment where everyone is included and valued. We strive to provide equity for all learners, develop resilience to overcome challenges and encourage ambition to be the best we can be.

Aims

- Raise attainment in Literacy and Numeracy by providing a range of stimulating learning experiences to build knowledge and understanding, including:
 - use of digital technologies
 - active learning/ play-based approaches
 - the outdoor learning environment
- To support wellbeing through nurturing approaches ensuring that our children are socially and emotionally ready to learn
- To work in partnership with parents/ carers, partners, parish and our rural island community to foster skills for life, learning and work including creativity and problem solving, communication and co-operation.
- Ensure all pupils recognise the importance of respecting the beliefs and opinions of others

Review of SIP | Priority 1

- Improve attainment in Literacy (with specific focus on reading and writing)
- Develop high-quality approaches to teaching and learning, with a focus on use of assessment information

Progress and Impact:

This year, we have worked to increase attainment in reading and writing across the whole-school

We aimed for a 10% increase across the whole school/ year groups. In most year groups we have exceeded this.
Across the whole school, we have exceeded this aim with a 26.08% increase compared to last year's overall reading data.

We aimed for an increase of 20% across the whole school/ year groups. We have exceeded/ achieved this in many year groups.
Across the whole school, we have met our aim with a 20.60% increase compared to last year's overall writing data.

Classroom learning and teaching observations in reading demonstrated an understanding of the content of what is being taught and appropriate use of resources – including new reading books, reading comprehension resources, regular fluency practice and explicit teaching of reading strategies.

We joined our cluster secondary and primary colleagues to be involved in Bruce Robertson twilights and in-service day training. Our teaching staff were involved in professional learning and discussions/ reflections in the following areas:

- Differentiation
- Questioning
- Active Learning, Challenge, Independent Learning
- Feedback

Teaching staff identify progress through and achievement of a level through use of a variety of evidence (including classroom observations, class work, assessment data at key points, Curriculum for Excellence Benchmarks). This is evident in the progress which can be seen in our school's Achievement of a Level data.

Termly progress and achievement meetings between class teachers and the head teacher have provided opportunities for discussion around learners' journeys, helping secure sound judgements.

Being involved in school and cluster level moderation exercises has allowed us to ensure a shared understanding of standards- with our focus this year being on writing.

Our school staff have visited other schools to see their best practice and help enhance what we do. This included visiting Garvel School / Moorfoot Primary in Inverclyde regarding supporting learners with hearing impairments, as well as St Andrew's Primary in Greenock to see play-based pedagogy in the infant classrooms and the Nurture provision.

Next Steps:

- Maintain progress made in reading, by continuing the use of resources and strategies
- Further develop writing across the school with staff sharing their experience of Q.I. Writing and establishing a school process for teaching and assessing writing.
- Review the teaching of mathematics and numeracy, with a focus on teaching problem solving skills and building learners' ability to confidently talk about number processes and their working out of calculations/ problems.
- Teaching & Learning Community to develop pedagogy– professional reading followed by discussion, implementation, reflection; using Bruce Robertson's 'Power Up Your Questioning'
- High quality use of formative assessment strategies to increase learners' understanding of their learning journey and active engagement in their learning, thus impacting performance.

Review of SIP | Priority 2

Develop whole-school nurturing approaches to support wellbeing

Progress and Impact:

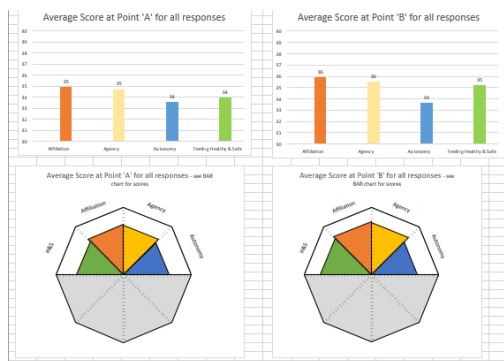
This year, we have established a clear whole-school process for meeting the wellbeing needs of our learners. Every child in the school completed Glasgow Motivation and Wellbeing Profiles (GMWP) in the form of questionnaires in September 2024. This helped us to gather quantitative and measurable data which shared insight into learners' perspectives of their feelings of autonomy, agency, affiliation, being healthy and safe. We used this wellbeing data to identify and address need and ensuring learners are ready to engage.

Learners who might benefit from targeted interventions were identified and Boxall Profiles were completed to help identify social and emotional supports. Our Nurture Assistant completed Nurture UK training to become an accredited Nurture Practitioner and then organised and ran targeted Nurture groups from November, lunch-time social drop-ins from March and one-to-one check-ins throughout. Alongside this, the Nurture Assistant worked one-to-one regularly with the most disengaged learners.

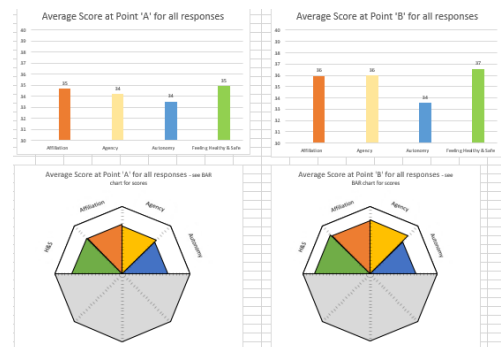
When we repeated the Glasgow Motivation & Wellbeing Profile questionnaires in April 2025, the data shows that learners' perceptions of wellbeing have been sustained or increased. This is reflected mostly in P3 – P7 year groups, where the most targeted support has been.

Whole-School GMWP data findings (graphs) show that pupils in P3 – 7 who had the most targeted support have either maintained or shown a slight increase in their perceptions of their wellbeing.

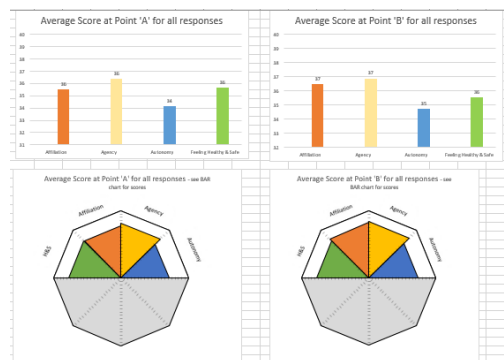
P5/6/7: Maintained across the year with some small increases overall



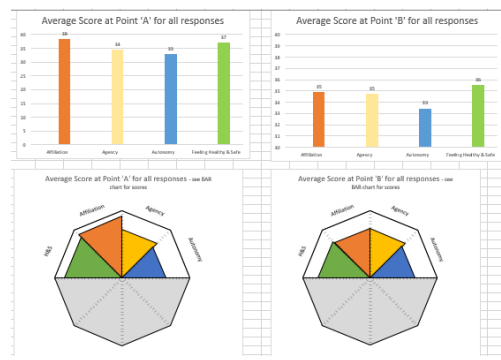
P3/4/5: Maintained and some small increases overall



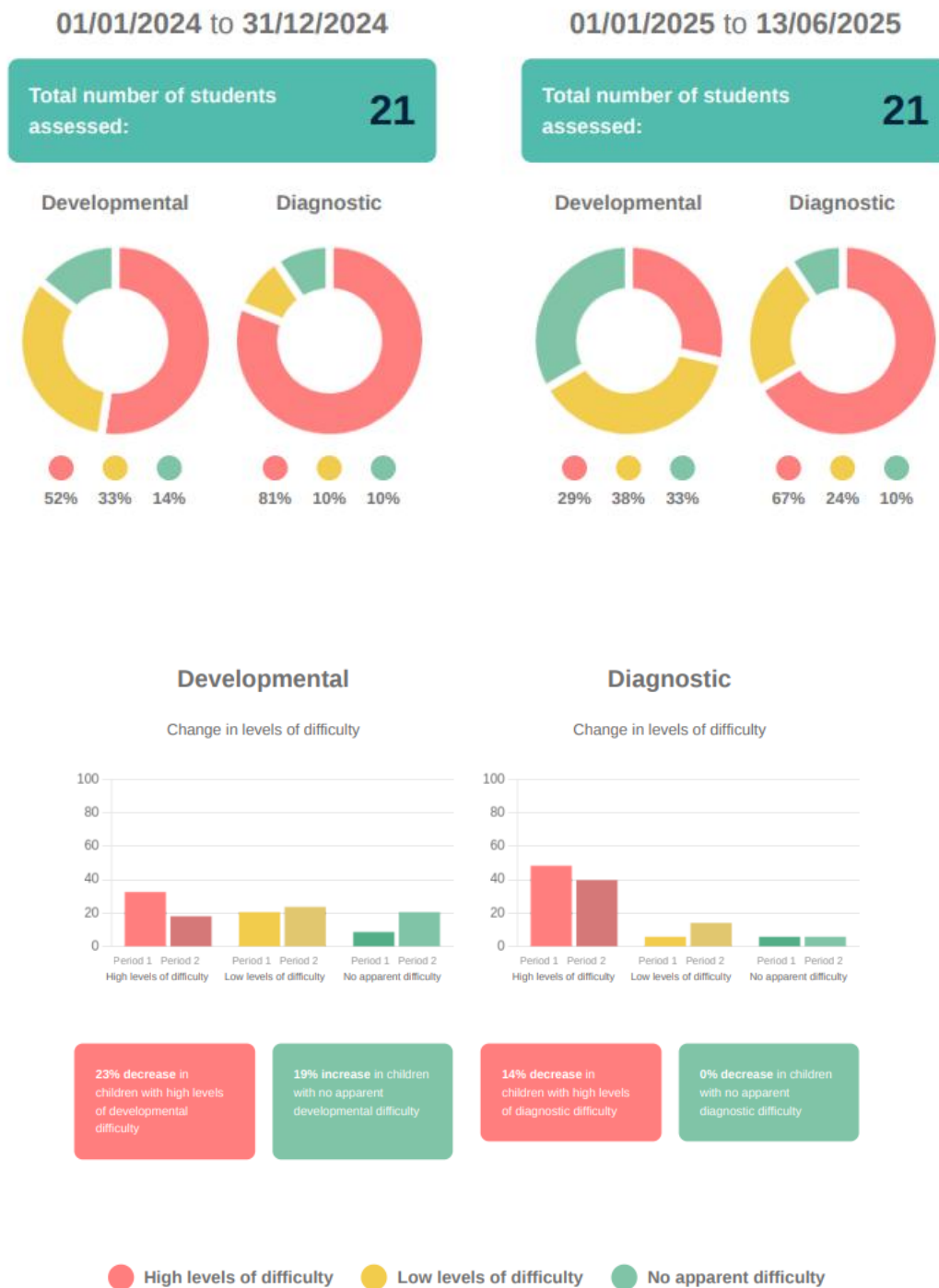
P2/3: Maintained and some small increases overall



P1/2: A mix of small increases and small decreases



The impact of targeted Nurture support was measured using Boxall Profiles. The comparative data for those learners shows that there has been a huge improvement in the social and emotional development of our targeted learners (almost a third of the school) as a whole-



The Boxall Data shows that targeted Nurture interventions have made a positive difference to our learners' wellbeing which in turn impacts their motivation and engagement in learning, ensuring their progress and attainment.

To support sustainability in nurturing approaches, our head teacher and Nurture Assistant both attended Our Children Their Nurturing Education (OCTNE) Leader training in February and created a plan for Bronze level, submitted in May 2025.

Our House Captains and Vice Captains worked with our head teacher to establish an Anti-Bullying Charter. This included looking at what bullying is, children's rights, what children and adults need to do if they suspect they or someone else is experiencing bullying.

Attendance -

Running a Breakfast club every morning helps maintain good timekeeping for most learners.

This year, we have increased communication with parents about importance of attendance and maintained ongoing sharing of every learner's attendance information to encourage being at school.

Overall attendance above 90% has increase by 4.03% compared to this time last year, with a 9.33% increase in those with attendance of 95% and above. Attendance below 90% has decreased. This shows that overall, the attendance range in school for almost all learners is between 80 – 100%, with more than 80% of the school attending 90% of the time and nearly half of the learners being in school 95% of the time or more.

We have not exceeded our aim for 85% of learners being above 90% attendance – falling short at 81.33%. But we did exceed our aim of 45% of learners having attendance of 95% and above, with 49.33% of learners being in school at least 95% of the time.

Next Steps:

- Whole-school approach to nurture using GMWP data to identify who would benefit and running in-class targeted wellbeing support. Our 'Wellbeing Wednesday' model will include afternoon sessions focusing on the health and wellbeing curriculum, mindfulness, social time with opportunities for targeted social supports and emotional check-ins with learners. This protected time allows for breadth and depth of health and wellbeing curriculum, but also for class teachers to have time to observe interactions and ensure all learners are developing a sound sense of affiliation and agency, which in turn helps them feel a safe and secure sense of belonging in the classroom and best prepares them to be able to engage and become confident and successful learners.
- Follow school's Nurture Plan to work towards Silver OCTNE status; including raising awareness of the six principles of nurture among learners, staff and families.
- Continue to monitor attendance statistics. Use data to identify patterns and identify families to engage with and support increased attendance at school.

Review of SIP | Priority 3

Enhance opportunities for learner participation in decisions which impact them – in line with UNCRC

Progress and Impact:

Every learner in St Andrew's Primary has an active role in the ethos and life of our school. Every child is part of a House Team where meetings happen at least once a term so that children can be consulted to provide feedback on what is going well in their school and what could be even better. Children have engaged in use of hgiOURs (How Good Is OUR School – Pupil version) to provide feedback using this framework. House teams also have a specific remit-

House Team Name	Remit	Awards Achieved
Craigmore	Health & Wellbeing	School Sport Award (working towards Gold)
Ettrick	Rights Respecting	Rights Respecting School (working towards Gold)
Kingarth	Looking after the Environment	Laudato Si School status
Rhubodach	Reading	Reading School – Core level achieved in June 2025

House teams meet at least once a term. The meetings are led by the teaching staff allocated to that house team. All members of staff are part of a house team. We have started involving partner agencies in house teams – i.e. Jane Gillies, Active Schools, meets the Health & Wellbeing Team.

Almost all learners can talk about their involvement in discussing what is good about our school and what could be even better, as well as the role they have in changing things in their school.

House Captains and Vice Captains are elected P6 and P7 learners from every house team. They meet with the head teacher at least once a term formally and discuss the feedback from house team meetings, pupil post-it survey feedback and what actions to take.

As well as each house team's individual remit achievements. As a whole school, pupils have driven further improvements-

- Revisiting the school's values
- Playground improvements
- Homework policy

Next Steps:

- Continue the House Teams format to develop priority areas in the school
- Involve more community partners
- Encourage young leaders of learning – i.e. digital leaders/ role-models showing other learners how to use digital technologies

Review of SIP | DEVELOPING IN FAITH PRIORITY

Develop knowledge and understanding of the faith journey of children in a Catholic primary school, through whole-school approaches and teaching staff engagement with Catholic Schools Religious Education curriculum

Progress and Impact:

One of our class teachers has worked to acquire the Catholic Teaching Certificate qualification, deepening their knowledge and understanding of the Catholic faith, and can now teach the Catholic aspects of religious education. This year, all RE has been taught by Catholic teachers using the Diocese of Paisley Religious Education planners.

We signed our P6 pupils up for the Pope Francis Faith Award (PFFA) for the first time, this year. This award encourages young people to use the Gifts of the Holy Spirit and how they can be reflected in school, at home and in the parish.

We had children take part in necessary preparations and go on to receive the Sacrament of First Holy Communion.

We have established prayers as a regular part of our practice – including morning, before and after lunch, end of day, when we gather together for whole-school assemblies. We have taken part in whole-school faith events with our new parish priest, Father Jarek, leading Mass in school and Bishop Brian visiting.

Parish links have been strengthened with Father Jarek being in school and leading out of school learning activities, including visits to local historical sites to share the history of Christianity on the island. Visits include St Mary's Chapel and Kilmichael Chapel.

We held a Christmas Concert in the Church to share in celebration with the families and friends of St Andrew's Primary, including the local parish. We took donations and raised over £200 towards the church's roof fund.

As we do every year, we performed a version of the Christmas Nativity Story in school; inviting families, friends, early years cluster partners and our local parish along.

Every year, we take part in the Scottish Catholic International Aid Fund's SCIAF Wee Box appeal, saving our spare change to contribute towards the parish collection and going to help aid people in the world's poorest places lift themselves out of poverty, work together to protect our common home and help people recover from disaster.

Next Steps:

- Build on our parish partnership – through Pope Francis Faith Award

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

This year we have run after school clubs, with all pupils having the option to come along to:

- Line-Dancing
- Christmas Crafts
- Bowls
- Netball

Due to many of our pupils already having outside of school clubs and not being able to stay after school, we also ran lunch-time clubs:

- Football
- Badminton

Active Schools have worked with us to provide some of these clubs, including the support of a sports student from Strathclyde University who organised and ran a football festival which we had a team compete in. Active Schools have also aided in supporting learners to attend the Inverclyde Schools Cross-Country event and Scottish Disability Sport West Parasport Festival. Our school had volunteers trained to deliver Bikeability training so that our P6 and P7 pupils can learn how to cycle safely.

We have worked with community partners to provide opportunities for learning out of school:

- Forest Fridays led by Forest Sam in Bute Community Forest
- Mount Stuart House and Estate visits with Morven

We always have a Christmas Nativity performance which is open to the wider community. This year, we also had a whole-school Christmas Concert in our local church – supported by the parish – where families and friends came along to celebrate this special time of year and the talents of our pupils. Donations collected were given to help the church roof fund.

Other charitable work this year has included:

- Parents Group fund-raising for the required equipment to have a defibrillator installed beside the school
- All pupils taking part in the Skyward Challenge, 145 laps around our school grounds, to raise funds for the much-needed Scotland's Charity Air Ambulance (SCAA)
- Our Laudato Si House Team taking part in community litter picks
- Whole-school event days to raise awareness of Children in Need, Comic Relief, Young Carers

We have created a reading culture in our school by developing our school library to make it a more desirable space to use. We have weekly recognition of reading role-models in every class and whole-school reading celebrations – Scottish Book Week, World Book Day. We started inviting our community into the school library once a month for a Community Bookbug led by our trained Bookbug Leader. Younger children from the island and their families have been attending and getting to experience the St Andrew's School ethos.

We demonstrate our value of pupils' successes, in and out of school, with weekly celebration assemblies and sharing on social media.

We continue to ask our pupils what types of activities they would like to be involved in and try to increase participation. We are reaching out to include the wider community and strive to continue to build on the partnerships to offer more to our pupils.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Wellbeing Case studies, GMWP data and Boxall Profile comparative information (see Priority 2 above) explain the impact of our school having a Nurture Assistant and the development of whole-school nurturing approaches.

Attendance and time-keeping data (see Priority 2 above) show improvements and thus justify the use of Breakfast Club.

Literacy data (see Priority 1 above) show a dramatic increase in reading and writing data, which shows that our reading interventions have been effective, as further verified by assessment data used to track and monitor progress in a measurable way.

We will continue to focus on writing and look also at numeracy attainment this coming year, using a similar strategy of reviewing resources, teaching and learning, as well as specific targeted interventions.

We will adapt the nurturing approaches demonstrated this year, moving to a whole-school nurturing approach which includes class teachers and in-class staff with more of an active role by protecting time for this and using resources which promote emotional literacy.

