

St. Andrew's RC Primary School & ELCC

St Andrew's RC Primary School



Sowing God's Seeds Growing God's Children

Peace
and
Tolerance



Integrity
and
Justice



Service
and
Sacrifice



Dignity
and
Compassion

Purity
and
Holiness



Love
and
Forgiveness



St Andrew's RC Primary School must be a place of mercy freely given where everyone can feel welcomed, loved and forgiven to live the good life of the Gospel and reach their full potential.



Standards & Quality Report 2025-26



Our School



St. Andrew's Primary School is part of the St Mungo's Cluster which consists of seven primary schools and one secondary school and operates across Falkirk Council. As a denominational cluster we work closely together to serve our communities of faith and learning.

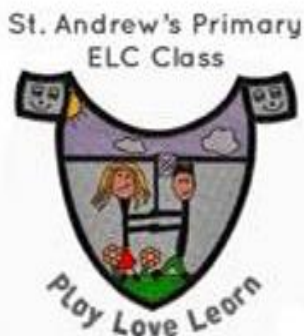
St. Andrew's Primary School serves the catchment area of Falkirk East. 64% of our pupils live within SIMD 5 or above with 36% living in SIMD 1-4. Our FME is currently 17% compared to the Authority average of 23%.

8% of our pupils have additional support needs in comparison with Falkirk Council average of 36%. We are very proud of the diverse community in St. Andrew's where 25% of pupils have English as an additional language.

We have 13 primary classes and an Early Learning and Childcare Class with 380 pupils in total.

Our Pupil Equity Funding for session 2025-2026 was £55,080.

Senior leaders, staff and pupils across the school and ELC participated in various self-evaluation exercises to contribute to this Standards and Quality Report.





St. Andrew's Primary School

2025-26 Adult-Initiated Learning Report

REPORT SUMMARY: FOCUS ON HIGH-QUALITY ADULT-INITIATED LEARNING & LESSON STUDY

Our Aim.

LEARNING EXPERIENCE AIM

All learners from P3-P7 will experience high quality adult-initiated learning by **June 2026**.



Our Achievements.

KEY ACHIEVEMENTS

- Enhanced learning spaces using **open-area** analysis & pupil co-design
- Strengthened adult-initiated pedagogy via **targeted professional learning**
- Deepened practice with the **Singapore Lesson Study** model from P3-7



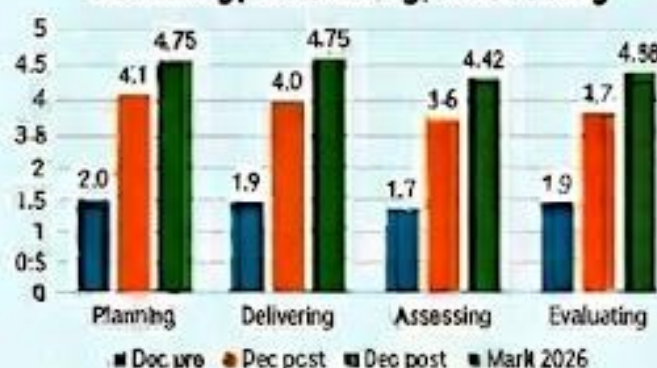
Impact.

IMPACT ON PRACTICE & SPACES

- Increased pupil ownership of learning spaces
- Enhanced pedagogical consistency & purposeful experiences
- Culture of continuous improvement through **Lesson Study**



Staff Confidence: Planning, Delivering, Assessing



Next Steps.

WHAT'S NEXT FOR 2026-27

- Moderating adult-initiated learning for shared standards
- Refining the Teaching & Learning policy with new expectations
- Tracking** pupil skills





St. Andrew's Primary School

2025-26 Standards & Quality Report

REPORT SUMMARY: FOCUS ON WELLBEING AND NURTURE

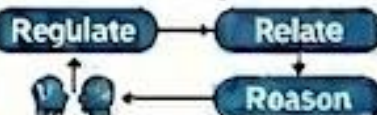
Our Aim.

OUR NURTURING VISION

All pupils feel **SAFE, HAPPY,** and **UNDERSTOOD** through a **Nurture and Trauma-Informed** lens.



Bruce Perry's 3R's



Impact.

IMPACT ON OUR PUPILS

POSITIVE WELLBEING for almost all children.

NURTURE-BASED ENVIRONMENT for everyone.

EVIDENCE-BASED WELLBEING with our Toolkit.

PARENTS EMPOWERED



IMPROVED SHANARRI PERFORMANCE

Our Achievements.

KEY ACHIEVEMENTS

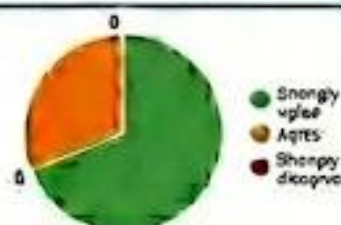
Increased staff confidence in Nurture and Trauma Practices.

Consistent Trauma-Informed approach by all staff.

Improved student-staff interactions.

Improved Wellbeing across all SHANARRI indicators.

DESIGNATED SAFE SPACES for regulation in all classrooms (see illustration)



STAFF CONFIDENCE INCREASED



ACCESS TO SAFE SPACES



FAMILY WORKSHOP FEEDBACK

100% enjoyed

100% will use at home

100% want more

Next Steps.

WHAT'S NEXT FOR 2026-27

CONTINUED PROFESSIONAL LEARNING for all staff.

EMBED THE WELLBEING TOOLKIT in daily practice.

TERMLY WELLBEING ASSESSMENTS for tailored support.

PARTNER AGENCY COLLABORATION



VISIT OUR WEBSITE FOR MORE INFORMATION

www.st-andrews-primary.school.sch.uk



Sowing God's Seeds, Growing God's Children



St. Andrew's Primary School

2025-26 Phonics Improvement Report

REPORT SUMMARY: FOCUS ON LITERACY, PHONICS & REDUCING THE ATTAINMENT GAP

Our Aim.

PHONICS ATTAINMENT AIM

Develop the teaching and learning of phonics in Primary 1-5 to reduce the poverty related attainment gap in P5 by 6% by June 2026.



Phonics & Morphology Integration



Our Achievements.

KEY ACHIEVEMENTS

- Creation of progressive phonological, morphological & strengthened phonics progression frameworks.
- All staff trained on phonological, morphological & phonic significance.
- Increased staff awareness of effective pedagogical approaches for high-quality instruction.
- Family engagement workshop held to share strategies for at-home support.



Impact.

IMPACT ON TEACHING & FAMILIES

- Agreed, systematic, consolidated phonics framework P1 - PS.
- All staff engaged in self-evaluation of current practices.
- Teaching Sprints implemented for small tests of change with targeted learners.
- Increased staff confidence in knowledge, understanding, planning, and integration of phonics and morphology.
- Increased family awareness and opportunities for at-home support.

STAFF CONFIDENCE COMPARISON (Pre/Post Training)



PUPIL PHONOLOGICAL AWARENESS PROGRESSION



STAFF CONFIDENCE IN PLANNING INTEGRATION



FAMILY WORKSHOP ATTENDANCE & UTILISATION



Next Steps.

WHAT'S NEXT FOR 2026-27

- Staggered implementation of the revised framework, beginning with P1.
- Provide further 'teaching sprint' / 'tests of change' opportunities for staff.
- Ongoing quality assurance for consistent approaches.
- Future family learning opportunities, specifically supporting EAL families.



VISIT OUR WEBSITE FOR MORE INFORMATION

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Sowing God's Seeds, Growing God's Children



St. Andrew's Primary School

2025-26 Health & Wellbeing Report

REPORT SUMMARY: FOCUS ON A PROGRESSIVE HEALTH & WELLBEING CURRICULUM

Our Aim.

LEARNING EXPERIENCE AIM

By June 2026, 100% of learners will experience a **progressive Health & Wellbeing curriculum** that is reflective of our revised Curriculum Rationale.



Our Achievements.

KEY ACHIEVEMENTS

- **Consistent & Progressive Approach:** All learners experience a coherent and progressive approach to H&WB learning through a structured, documented curriculum map.
- **Policy Review:** Our Teaching and Learning Policy for H&WB was effectively reviewed and actioned across Cycles 1 and 2 by the SIP Group.



How Do We Know?

IMPACT ON PRACTICE & SPACES

- Survey results indicate increased staff confidence in providing high-quality H&WB experiences.
- H&WB formed the focus of a staff moderation exercise, evidencing a range of quality discrete and IDL learning opportunities.
- Quality assurance of H&WB lessons to evidence improved practice linked to Health and Wellbeing.



Before



After

- **Resource Suite:** Created and organised a high-quality suite of H&WB resources for streamlined staff sharing and access.
- **Pedagogy CPD:** Teaching staff developed deeper knowledge of appropriate pedagogical approaches through professional learning inputs.
- **Pupil Voice Audit:** The Pupil Council successfully gathered pupil voice and audited school-wide H&WB promotion using a HGIOURS survey.

Next Steps.

WHAT'S NEXT FOR 2026-27

- **Provide staff development** focusing on robust, well-evidenced H&WB assessment.
- **Track and evidence progress** across summative assessment (discreet), high-quality IDL assessment, the SHANARRI wellbeing web, and teacher observations.





WELCOME TO ST. ANDREW'S ELCC

STANDARDS & QUALITY REPORT HIGHLIGHTS

SECTION 1 -



OUR AIM



To ensure every child is happily challenged, actively learning, and making great progress through high-quality play spaces and activities every single day.

SECTION 2



3 KEY ACHIEVEMENTS

- **IMPROVED SPACES:** Engaging, exciting, purposeful activities.
- **SMARTER PLANNING:** Streamlined paperwork, more quality time.
- **EMPOWERED & CONFIDENT STAFF:** Skilled at stepping into play and stretching learning.

SECTION 3



THE IMPACT: How It Helps Your Child



- **DEEP ENGAGEMENT:** Almost all children are motivated and happily learning.
- **CLEAR, STEADY PROGRESSION:** Children are making excellent progress and hitting milestones.
- **TAILORED SUPPORT:** Spotting needs quickly for extra support or challenges.

SECTION 4



STAFF CONFIDENCE SPOTLIGHT



8.4 / 10

Confidence in challenging learning.



8.3 / 10

Confidence in extending learning "in the moment."



8.1 / 10

Confidence in sharing and explaining the purpose.



SECTION 5



HOW DO WE KNOW IT'S WORKING?

- Tracking, observations, learning logs, and continuous professional training.



Next Steps

After engaging in a rigorous self-evaluation process with pupils, parents and staff, our next steps for session 2026-27 are shown below.

