



Falkirk Council

Children's Services



Antonine Primary School and Early Learning & Childcare Centre (ELCC)



Standards and Quality Report

2021 - 2022



SQR 2021/22

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, digital learning and teaching.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.

All About Antonine Primary School and ELCC

Antonine Primary School is a non-denominational school with a roll of 255 across the ELCC and P1-P7. The school leadership team consists of:-

Headteacher, Mrs McLaughlin

Depute Headteacher, Miss Ross

Principal Teacher, Mrs McFarlane

The school has class teachers in P1-7, Support for Learning, P.E. and Music. We have a Support for Learning teacher for 2.5 days per week and also offer a nurturing approach to pupils who need this support.

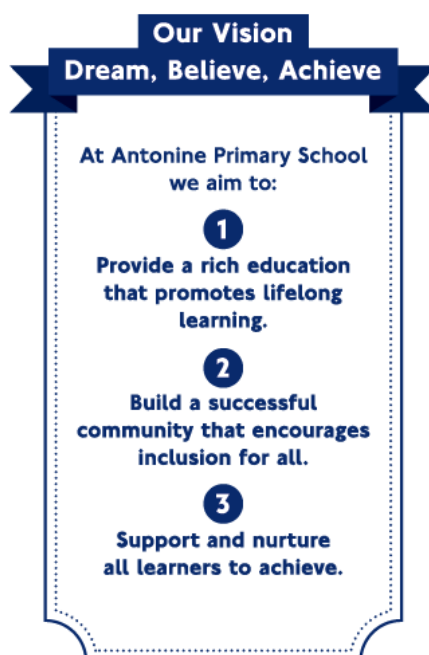
We have a team of Early Years Officers, Early Learning and Childcare Assistants, Support for Learning Assistants, a Clerical and a Janitor. We are a committed and enthusiastic team.

The school falls within the catchment of Denny High School. Antonine Primary School, sitting on a section of the Antonine Wall, serves the communities of High Bonnybridge, Greenhill and Allandale. The campus has undergone an extensive development, now housing a purpose built ELCC, additional classrooms and a gym hall. Other areas of the school have been modernised and extended. The school is a single story building with extensive wooded areas and a large playing field, both of which are well used to develop Outdoor Learning and the school's Health & Wellbeing Programme.

We have created strong parental and community partnerships. There is a very active Parent Council which is supportive of the school and its aims. An Events Committee meet regularly and organise various fundraising events throughout the year. We link with the local church, the library, the care home, local businesses and our neighbouring schools St Joseph's PS and Bonnybridge PS.

Antonine Primary School is an Eco School. The Eco committee has led the school forward in various areas including updating the school grounds.

We have developed a school vision statement, a set of aims and the school values shield. These are referred to as part of our positive behaviour programme "Restorative Approaches at Antonine PS" and throughout the year at assemblies and house meetings in class.



The Vision, Values and Aims will encourage each child to develop the lifelong skills necessary to equip them to be the best they can be. We will work in partnership with families and the community to guide and support pupils throughout their learning experiences

Session 2021-2022

School Role: 207

Nursery Role: 52

FME: 13% of the school role

Pupil Equity Funding £35, 855

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
1%	4%	9%	6%	40%	12%	1%	2%	27%	1%

Self-Evaluation

This Standards & Quality Report is a snapshot of the work started in 2021-2022.

Through professional reflection and evaluation of our practice, as well as consultation with parents and the wider community over the year last year, we can measure our performance. As well as a range of questionnaires, we gathered views from stakeholders who responded to online feedback. Staff engaged in professional dialogue and we sought regular feedback from pupils.

The voice of our pupils is also very important. Pupil views were sought through questionnaires and feedback from learning groups, house meetings and individual classes as well as engaging with pupil focus groups.

2021-2022 Priorities

Review of progress for 2021- 22

Priority 1:

Literacy - Writing

- Establishing a progressive approach to spelling and grammar, ensuring pupils have a robust foundation in literacy skills.
- Build on the success of delivering Nursery Narrative, Colourful Semantics and Oral to Written Narrative and embed throughout every stage.
- Work alongside “Talk 4 Writing” to train staff in writing strategies to raise attainment in writing.
- Increase pupil attainment in writing.

Literacy – Reading

- Embed a positive reading culture and engage more pupils in reading for pleasure.
- Work towards silver recognition with the Reading Schools and the Scottish Book Trust

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

FC Priority

- Raising attainment in Literacy and closing the poverty related attainment gap.
- Ensuring the needs of all learners are met

HGIOS4/HGIOELC QIs

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Has this work been supported by PEF? **YES**

Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

Reading

Progress & Impact

- Author visits online helped to bring reading for pleasure alive and linked children’s learning to real life contexts.
- All classes, including the ELCC, have storytelling and reading sessions in class every week role-modelling reading skills and sharing a love of books
- Family learning events supported and encouraged pupils to experience reading skills and take part in reading activities which were fun e.g. the community family learning book hunt.
- Reading Ambassadors – recognition of reading achievements celebrated weekly during assemblies.
- We celebrated World Book Day with a focus on reading skills and activities centred around learning about characters
- All classes were able to visit Bonnybridge Library and engage in reading sessions with library staff.
- Targeted support provided by PEF funded SFLA and other SFLA staff in school supporting daily reading for individual pupils.

- On-going support and one to one intervention for targeted pupils from Speech and Language Therapy.
- ELC adopted 5 core books to share and enjoy with pupils as well as using 5 additional books of the moment,
- ELC staff used a transition story, "The Colour Monster, to support both transition and reading activities.
- During ELC group time, children were encouraged to share their "Book of the moment" and share with friends key books they enjoyed to share.

Evidence

- As part of the "Reading Accreditation" scheme with the Scottish Book Trust we gained Silver accreditation for the efforts made to encourage and celebrate reading and books with the pupils.
- Evidence and feedback shows a positive pupil response to reading for pleasure and sharing books compared to previous years.
- Use of data and attainment tracking allowed staff to identify pupils for targeted interventions in Literacy. SFLA staff and the Support for Learning teacher followed a robust delivery of interventions in one to one support sessions and in small groups.
- Data shows that all stages P1-P7 made positive progress in increasing reading attainment data in June 2022.
- In 2020-2021 the average percentage showed that 78% of pupils were working on track or ahead of their expected level in writing. In 2021-2022 the average percentage of children working on track or ahead is 90%.
- ELC evidenced reading progress and pupil enjoyment in reading for pleasure through observations in the floorbook and using twitter to share and celebrate this with families.

Writing Progress & Impact

- All teaching staff have participated in a series of CPD training sessions around the Talk 4 Writing processes and are more confident in the teaching and presentation of this approach to the teaching of writing.
- New resources and materials have been purchased to support staff in the delivery of Talk 4 Writing procedures and each staff member has their own set of resources.
- A school marking code has been devised and shared to support a consistent approach in the marking of pupil work. This has been shared with all staff and follows the school's restorative approaches and focus on rewarding the positive.
- A progressive Grammar plan has been established and resources purchased to support the delivery of Grammar across all stages.
- VCOP writing posters have been designed and displayed in every classroom to support the development of writing and highlight key areas to focus on for the structure of writing.
- In ELC, children have been enjoying storytelling sessions, expanding stories verbally and changing the outcomes. Pupils have been making up their own storybooks and sharing these with friends.
- Policy document "What Literacy Looks Like at Antonine" has been drawn up to provide guidance and support for all staff to deliver a consistent approach in writing across all stages in school.

Evidence

- Literacy learning walks allowed pupils to give feedback on the new writing strategies. Pupils reported that the new approach is more fun, engaging and different. They are enjoying the practical element to designing stories and particularly enjoy making story maps as part of the writing process.
- Staff feedback shows that pupils are more engaged, and all pupils can design and talk about their story writing ideas in a much more detailed way than previously. Evidence in jotters show that the quality of writing has improved significantly.
- Teacher's planning evidenced a consistent approach to Talk 4 Strategies in the classroom and a range of fiction and non-fiction writing topics explored over the year.
- In 2020-2021 the average percentage showed that 73% of pupils were working on track or ahead of their expected level in writing. In 2021-2022 the average percentage of children working on track or ahead is 88%.

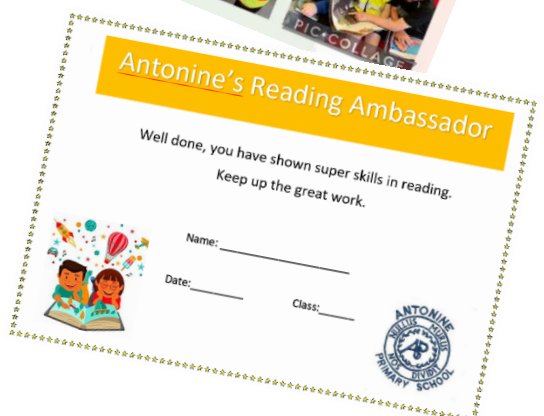
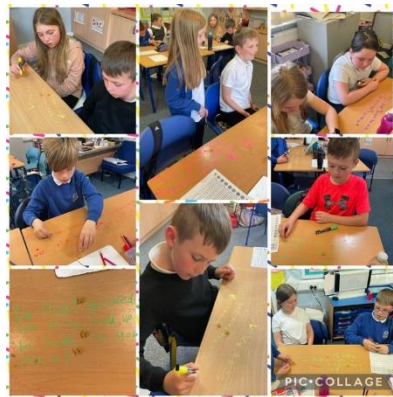
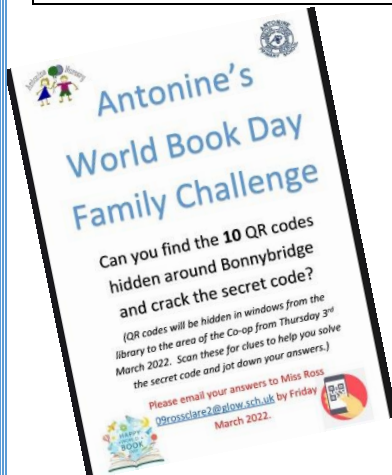
Next Steps

Reading

- Use the new reading spine to support reading for pleasure at all stages and to introduce pupils to a wide range of texts and genres.
- Continue to celebrate reading achievements in class and at assembly.
- Embed reading accreditation successes into school practice.

Writing

- Continued focus on raising attainment in writing.
- Further training sessions on Talk 4 Writing approaches linking writing learning across all areas of the curriculum.
- Develop a whole school spelling approach
- Establish a progressive plan for the teaching of handwriting
- Staff engaging in moderation of writing pieces
- Develop checklists to allow pupils to self and peer assess writing
- Further work to develop the assessment of written pieces and to ensure a consistent approach across the school



Review of progress for 2021 -22

Priority 2: Learning for Sustainability and IDL

- To ensure a clear and consistent approach to learning for Sustainability and IDL at Antonine.
- Examine LfS outcomes and create and structure bundle planners to support learning in these areas.

NIF Priority

Supporting learning and attainment

NIF Driver

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

FC Priority

Raising attainment and achievement

HGIOS4/HGIOELC QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.7 Partnerships

Has this work been supported by PEF? **No**

Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

Progress & Impact

- The new curriculum plans allow pupils to experience a rich, holistic curriculum with an increased focus on Learning for Sustainability.
- All staff have used and planned with the new bundle planners which provides a progressive, inclusive curriculum.
- Planning has been linked to the Global Goals and the Articles from UNRCC to support children's learning.
- The introduction of department meetings has allowed staff to plan time to work collegiately.
- The LfS staff working group produced a sway document to introduce all staff and pupils to Learning for Sustainability and what this learning means for us at Antonine.
- Antonine LfS overview and planning framework has been developed and now in place to ensure a sustainable planning approach for future years.
- As a Rights Respecting School, the language and actions of RRS are embedded in LfS learning, teaching and practice. A rights-based approach to learning support pupils to feel listened to and know that their ideas can have an impact.
- Staff undertook several LfS CPD training sessions.
- COP 26 was integral to the pupil learning experience and linked learning to real life situations.
- The school worked alongside partners to enhance and enrich the pupil experience. Links to the following partners greatly enhanced the pupil experience: -
The Conservation Volunteers
Michael Mathison MSP
Yvonne McBlain and Jane Jackson

Strathcarron Hospice
 Beds for Bees
 Bonnybridge Library
 Emergency Services
 Roots Foodbank
 SSPCA
 NSPCC

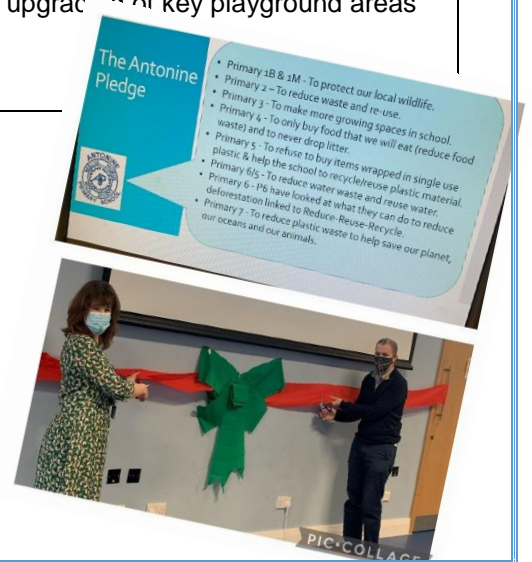
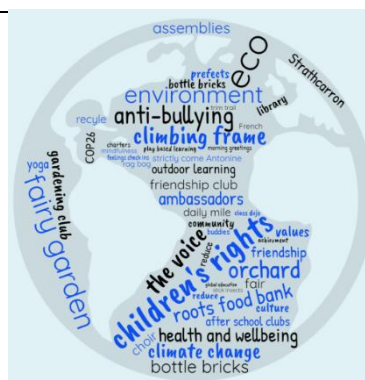
- The school hosted a “Community Learning Action Day”. Families came together to work on various tasks to support the development of the Antonine outdoor environment.
- ELC staff explored sustainable practices with pupils. Staff worked collegiately with Primary 1 staff in engaging with the UNCRC rights, getting involved in recycling, litter picking, caring for our environment and investing in a wormery for the ELC.
- Outdoor learning and the outdoor environment has enhanced the work of LfS in ELC this year.

Evidence

- Staff feedback states that staff feel more confident in delivering different aspects of LfS and that the new planners are easy to use.
- Evidence of planning shows ease of use and breadth and depth of coverage.
- 100% of staff stated that they value the importance of teaching about Climate Change and Learning for Sustainability.
- Pupil feedback demonstrates that pupils now have a better understanding of what Learning for Sustainability is and why it is an important section of the curriculum.
- On a scale of 1-5, 90% of staff scored 5/5 and 10% 4/5 for relevance and effectiveness of a Curriculum Overview for future planning.
- On a scale of 1-5, 70% of staff scored 5/5 and feel that planning for LfS is embedded in our culture at Antonine PS. 30% of staff scored 4/5.

Next steps

- Produce vision and framework to share with families.
- Link learning and bundles to STEM
- Continue to monitor the impact of LfS planning
- Continue to ensure staff, pupils and families understand LfS, which aspects of the curriculum it incorporates and its relevance to today and in the future
- Link LfS to the “developing the Young Workforce” agenda.
- Re-engage with the four contexts of learning
- Make better use of outdoor spaces – orchard, outdoor classroom, upgrading of key playground areas to incorporate sustainable elements.
- Continue to develop our school approach to recycling.



Review of progress for 2021 -22

Priority 3: Assessment & Differentiation

- Develop an Antonine Assessment Framework to ensure a consistent approach and a shared understanding of the role of assessment in school.
- Examine assessment practices to ensure effective pace and challenge for all pupils.
- To re-visit key messages related to learning, teaching and assessment.
- Re-visit differentiation in classrooms.

NIF Priority

Assessment

NIF Driver

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

FC Priority

Closing the attainment gap in Literacy and Numeracy

Using data to inform school progress

HGIOS4/HGIOELC Qis

2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement

Has this work been supported by PEF? No

Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

This priority is on-going and will continue to feature in the School Improvement Plan 2022-2023 for further development

Progress & Impact

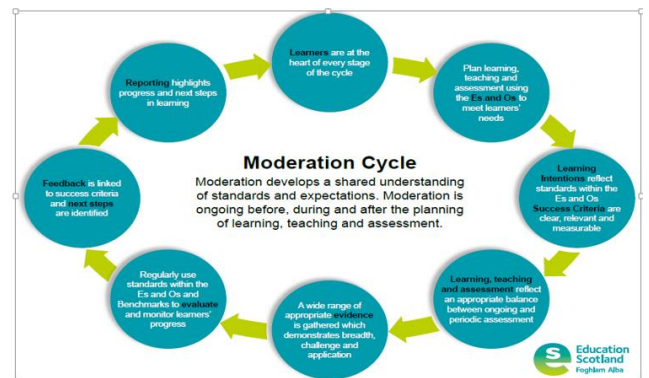
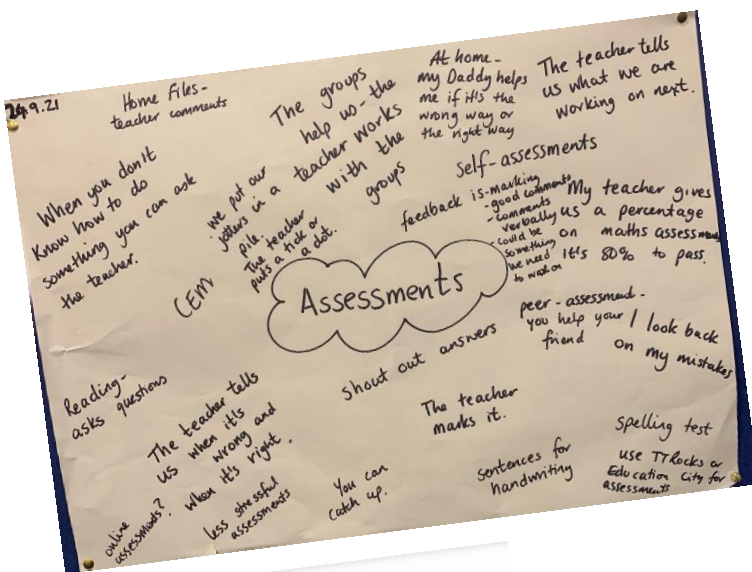
- All staff have started a series of CPD events to support the consistency and key messages around ensuring classrooms have a focused approach to assessment and ensuring pupils are involved in planning next steps.
- Two members of staff linked with Susan Thomson, Team manager, Falkirk Council and Education Scotland over a series of CPD events to gain more knowledge and relevant understanding around assessment in education. These sessions have started to be shared with the whole staff.
- Staff re-engaged with the document "Education Scotland: Curriculum for Excellence – A statement for Practitioners from HM Chief Inspector of Education".
- Using "How good is our School" with staff and "How good is OUIR school" with pupils, the current assessment profile of the school and knowledge of assessment practices was audited.
- Staff looked at the Moderation cycle and engaged in activities to discuss and share all elements within the cycle.
- Staff re-looked at the development high quality Learning Intentions and Success Criteria used within teaching sessions and the importance of involving the learner in these conversations.
- ELC staff evaluated their pedagogical approaches to ensure pupils are engaged in effective activities and also that observations reflect children on-going progress.

Evidence

- Pupil feedback at the start of the year showed that pupils understood some of the value of assessment and were able to identify some areas in which they were assessed.
- Staff feedback show a better understanding of the different forms of assessment and when to use assessment.
- ELC adopted “What Matters to Me” document to ensure key information is shared from families.

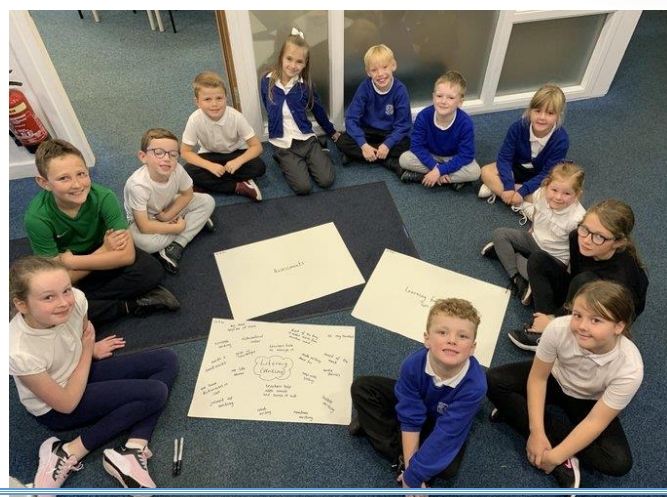
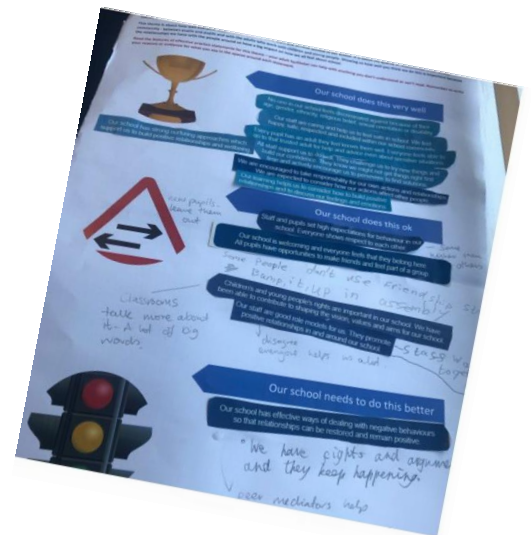
Next Steps

- Engage with the document “Building the Curriculum 5” to look at learners’ involvement and engagement in the assessment process.
- Examine the recent Thematic inspections from HMIE to engage with the 6 key features of effective practice.
- Build in opportunities for staff to work collegiately and moderate pupil work in 2022-2023.
- Begin to collate an Assessment Framework for the school



Education Scotland Curriculum for Excellence

A Statement for Practitioners from HM Chief Inspector of Education



Falkirk Learning to Achieve Moderation Support Programme



Review of progress for 2021 -22

Priority 4: Digital Literacy/Connected Falkirk Council

- Staff and pupils' access "Connected Falkirk" training sessions
- Ensuring effective use new IPad resources for learning and teaching in every class.

NIF Priority

Ensuring equity
Supporting the workforce

NIF Driver

1. school leadership
2. **teacher professionalism**
3. parental engagement
4. assessment of children's progress
5. **school improvement**
6. performance information

FC Priority

Connected Falkirk will give our children and young people the confidence, skills and knowledge needed to thrive in an ever-changing, fast-paced digital world.

HGIOS4/HGIOELC QIs

- 1.3 Leadership of change
- 2.2 Curriculum
- 3.1 Ensuring well-being, equality and inclusion

Has this work been supported by PEF?

YES

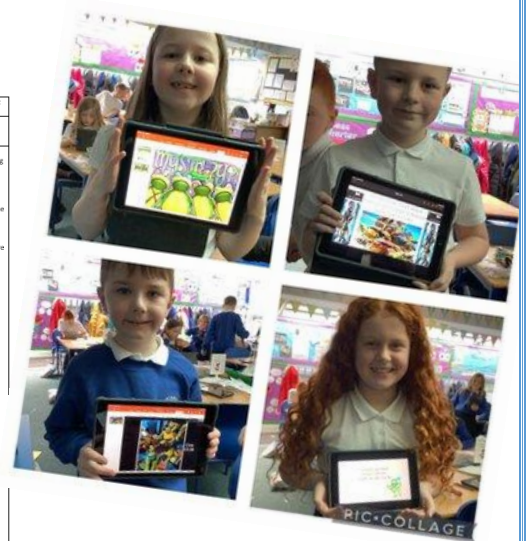
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

Progress & Impact

- All staff took part in Connected Falkirk training sessions.
- Further CPD session were offered from Steve Bunce which staff took part in.
- All P6 and P7 pupils accessing and using their IPad daily as part of their learning.
- Digital literacy strategy from "Google Classroom" has been embedded as part of the schools Health & well-being overview.
- Digital leaders have taken a lead role in training others and participating in council run online events.
- Class based iPads have provided much needed support to have IT equipment as part of learning every day.
- ELC staff have accessed various CPD to support the roll out of further use of IT resources with pupils.
- ELC pupils have access to IT resources and equipment as part of their on-going commitment to provide a continuous service.
- Specific focus on Internet safety and digital well-being as part of core learning for every stage.
- **Evidence**
 - Staff confidence has improved in use of iPads and this is embedded in planning and practice.
 - Pupils display increased knowledge and skills in using iPads.
 - Clear links to learning across the curriculum with iPads are in place.
 - More sustainable and relevant cross curricular links being planned for.

Next Steps

- Continue to embed Connected Falkirk policy and practices.
- Roll out H7WB grid with digital well-being focus
- Train new digital leaders and embed as part of school priorities
- Continue to support CPD focus for staff and pupils.



Antonine Primary School – Health & Well-Being Overview

Healthy Schools Scotland <https://healthyschools.scot/>

HWB	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included	Sexual Health & Relationships www.rhps.scot.nhs.uk	Internet Safety	Digital Wellbeing	Assessment	
Early Level	Column A 2022-2023	Food & Health HWB D-15a HWB D-13a	PEPAS HWB D-27a HWB D-28a	Healthy Lifestyles HWB D-10a HWB D-12a	Food & Health HWB D-32a HWB D-50a HWB D-51a	PEPAS HWB D-11a HWB D-15a HWB D-27a	Healthy Lifestyles HWB D-01a HWB D-02a HWB D-07a HWB D-08a	Food & Health HWB D-35a	PEPAS HWB D-30a HWB D-23a	ECC Year 1 Friends & Friendship <i>People who help to look after me</i> When I feel sad or upset	P1 Smartise the Pegasus Series See internet Safety & Digital Wellbeing overview grid for further details.	P1 What is screen time & how much should we have?	H&WB Triangles Aug & Jan
	Column B 2023-2024	Healthy Lifestyles HWB D-17a HWB D-20a HWB D-23a HWB D-22a	Food & Health HWB D-30a HWB D-32a	PEPAS HWB D-22a HWB D-24a	Healthy Lifestyles HWB D-03a HWB D-05a HWB D-44b HWB D-45a	Food & Health HWB D-30a	PEPAS HWB D-04a HWB D-09a HWB D-23a HWB D-45a	Healthy Lifestyles HWB D-04a HWB D-09a HWB D-13a	Food & Health HWB D-34a HWB D-29a	ECC Year 2 Unique, Similar & Different <i>Our Families</i> Looking after a baby			Well-Being Words Aug, Jan, June
	Column C 2024-2025	PEPAS HWB D-16a HWB D-18a HWB D-21a	Healthy Lifestyles HWB D-06a HWB D-11a HWB D-08a	Food & Health HWB D-30a	PEPAS HWB D-14a HWB D-25a	Healthy Lifestyles HWB D-15a HWB D-18a HWB D-27a	Food & Health HWB D-29a HWB D-35a	PEPAS HWB D-16a HWB D-23a	Healthy Lifestyles HWB D-02a HWB D-44a HWB D-47a HWB D-47b	My body belongs to me <i>Asking Questions</i> Playing Together <i>Personal Space & Privacy</i> NSPCC Underpants rule			P1 Questionnaire May
First Level	HS 12, 15, 24, 33, 36, 37, 39	Articles 13, 16, 17, 24, 31	Articles 4, 12, 13, 28, 29	Articles 4, 5, 15, 20, 21, 27	Articles 17, 24, 33	Articles 2, 3, 12, 13, 14, 16, 17, 42	Articles 15, 25, 27, 30	Articles 12, 13, 15, 17, 20	Articles 3, 15, 39	Articles 16 & 17	P2 Digitool Series P2 What is screen time & how much should we have? P3 Smart Heart Series P3 What is screen time & how much should we have? P4 Be Internet Sharp & Be Internet Alert.	P2 Exploring & Improving your own screen time habits. P3 Exploring & Improving your own screen time habits. The impact on our wellbeing.	P4 Screen Time. Healthy Habits.
	Column A 2022-2023	Food & Health HWB 1-15a HWB 1-13a	PEPAS HWB 1-35a HWB 1-27a HWB 1-28a	Healthy Lifestyles HWB 1-10a HWB 1-11a HWB 1-12a HWB 1-01a	Food & Health HWB 1-32a HWB 1-50a HWB 1-51a	PEPAS HWB 1-11a HWB 1-18a HWB 1-27a	Healthy Lifestyles HWB 1-01a HWB 1-02a HWB 1-07a HWB 1-08a	Food & Health HWB 1-35a HWB 1-23a	Friends and Friendship <i>People who help and look after me</i> <i>Private and Pants Rule</i>	P2 Digitool Series			
	Column B 2023-2024	Healthy Lifestyles HWB 1-15a HWB 1-17a HWB 1-20a HWB 1-22a	Food & Health HWB 1-30a	PEPAS HWB 1-22a HWB 1-24a	Healthy Lifestyles HWB 1-03a HWB 1-05a HWB 1-44b HWB 1-45a	Food & Health HWB 1-20a HWB 1-30a	PEPAS HWB 1-06a HWB 1-09a HWB 1-23a HWB 1-45a	Healthy Lifestyles HWB 1-06a HWB 1-09a HWB 1-13a	Food & Health HWB 1-34a HWB 1-29a	Friends and Friendship <i>Friends and Safety</i> <i>People who help and look after me</i> <i>Private and Pants Rule</i>			
Column C 2024-2025	PEPAS HWB 1-16a HWB 1-18a HWB 1-21a	Healthy Lifestyles HWB 1-06a HWB 1-11a HWB 1-08a	Food & Health HWB 1-30b	PEPAS HWB 1-25a	Healthy Lifestyles HWB 1-11a HWB 1-15b	Food & Health HWB 1-09a HWB 1-29a	PEPAS HWB 1-23a HWB 1-24a	Healthy Lifestyles HWB 1-08a HWB 1-30a HWB 1-44a HWB 1-47a	My Body My Family <i>Keeping Clean</i> <i>Similarity, Diversity and Respect</i> <i>(Part 5 if relevant)</i> <i>Private and Pants Rule</i>	P4 Screen Time.			



connected
Falkirk

Key priorities for School Improvement Planning 2022 - 2023

Priority 1 – Literacy

Writing

- Embed Talk 4 Writing strategies at every stage and continue to adopt training and strategies
- Continue to develop and structure the school grammar alongside Talk 4 Writing approaches
- Explore new approaches to spelling and linking this to Talk 4 Writing strategies
- Look to establish a progressive structure to handwriting/mark making throughout the school

Reading Culture

- Continue to embed the positive reading culture strategies and supports
- Begin to use the Antonine Reading spine for all stages.
- Link key reading opportunities to events such as Book Week Scotland, World Book Day and bug Club focus weeks.

Priority 2 – Developing the Young Workforce

- Establish P5-7 in the use of My World of Work
- Develop an approach for introducing P1-4 to the world of work.
- Link priority to developing the young work force and future careers
- Link DYW to teaching across the curriculum and evidence in planning

Priority 3 – Assessment & Differentiation

- Continue to develop an Antonine Assessment Framework to ensure a consistent approach and a shared understanding of the role of assessment in school.
- Examine assessment practices to ensure effective pace and challenge for all pupils.
- Re-visit differentiation in classrooms.
- Refresh procedures and seek out current research linked to pupil feedback and next steps.

Priority 4 – STEM

- Engaging with SSERC Primary Cluster Programme to enhance teacher training and knowledge in the teaching of STEM.
- Develop a STEM planning overview for all stages and link to current bundled learning.
- Establish Young Stem Leaders programme as a Leadership opportunity for some classes.

Teacher Leadership 2022-2022

Staff leading initiatives in:

- STEM
- SSERC Training
- Nurture
- ECO
- Gardening Club
- Choir

Pupil Involvement 2022-2023

- ECO Team/Gardening Club
- Pupil Voice (Pupil Council)
- House Captains
- JRSO
- Rights Ambassadors
- Anti-Bullying Ambassadors
- House Meetings

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Distributed leadership amongst staff allows the school to make good progress and drive forward initiatives. Staff moderation will support a consistent approach. Quality Assurance plans will allow for effective monitoring of learning and teaching.

We will continue to review our processes to ensure that we are meeting the needs of our children. A continuous self-evaluation programme will be delivered throughout the year allows for regular check ins and discussions.

Staff have agreed to the school's collegiate working agreement to ensure a balanced approach to training, meeting and working groups across various areas of focus.

Continued work with all stakeholders in our community.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4

	Self-Evaluation Grading
1.3 Leadership of change	4 – good
2.3 Learning, Teaching & Assessment	4 – good
3.1 Ensuring Equality, Inclusion & Wellbeing	5 – very good
3.2 Raising Attainment & Achievement	5 – very good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes

	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of change	5 – very good	Quality of Care & Support	5 – very good
2.3 Learning, Teaching & Assessment	4 - good	Quality of Environment	5 – very good
3.1 Ensuring Wellbeing, Equality & Inclusion	6 - excellent	Quality of Staffing	5 – very good
3.2 Securing Children's Progress	5 – very good	Quality of Management & Leadership	5 – very good