

Dream, Believe, Achieve



Antonine Primary School Standards and Quality Report 2024/2025

Improvement Priority 1 – Supporting pupil needs

RICH EXPERIENCES

All pupils have a curriculum offer that is relevant to the context of the school, progressive and links to high quality partnership working.

HIGH LEVELS OF ENGAGEMENT

Observations of classes and engagement surveys show almost all pupils are highly engaged in learning and teaching across all areas of the curriculum.

LEARNER PARTICIPATION

Through using "The Circle Participation Scale" opportunities have been identified to strengthen and support all learners to have a voice in their learning.

INCLUSIVE EDUCATION

Through specialised training, all staff have improved knowledge of trauma informed practice and Keeping the Promise.

ENHANCING LEARNING ENVIRONMENTS

All staff have established and developed learning environments which promote calm spaces, consistent use of displays and highly inclusive resources and furniture.

TARGETED INTERVENTIONS

Using attainment data, staff have identified small groups for focused, targeted learning in short bursts over several periods in the year. Trends show all children across school are making very good progress.

AREAS FOR DEVELOPMENT

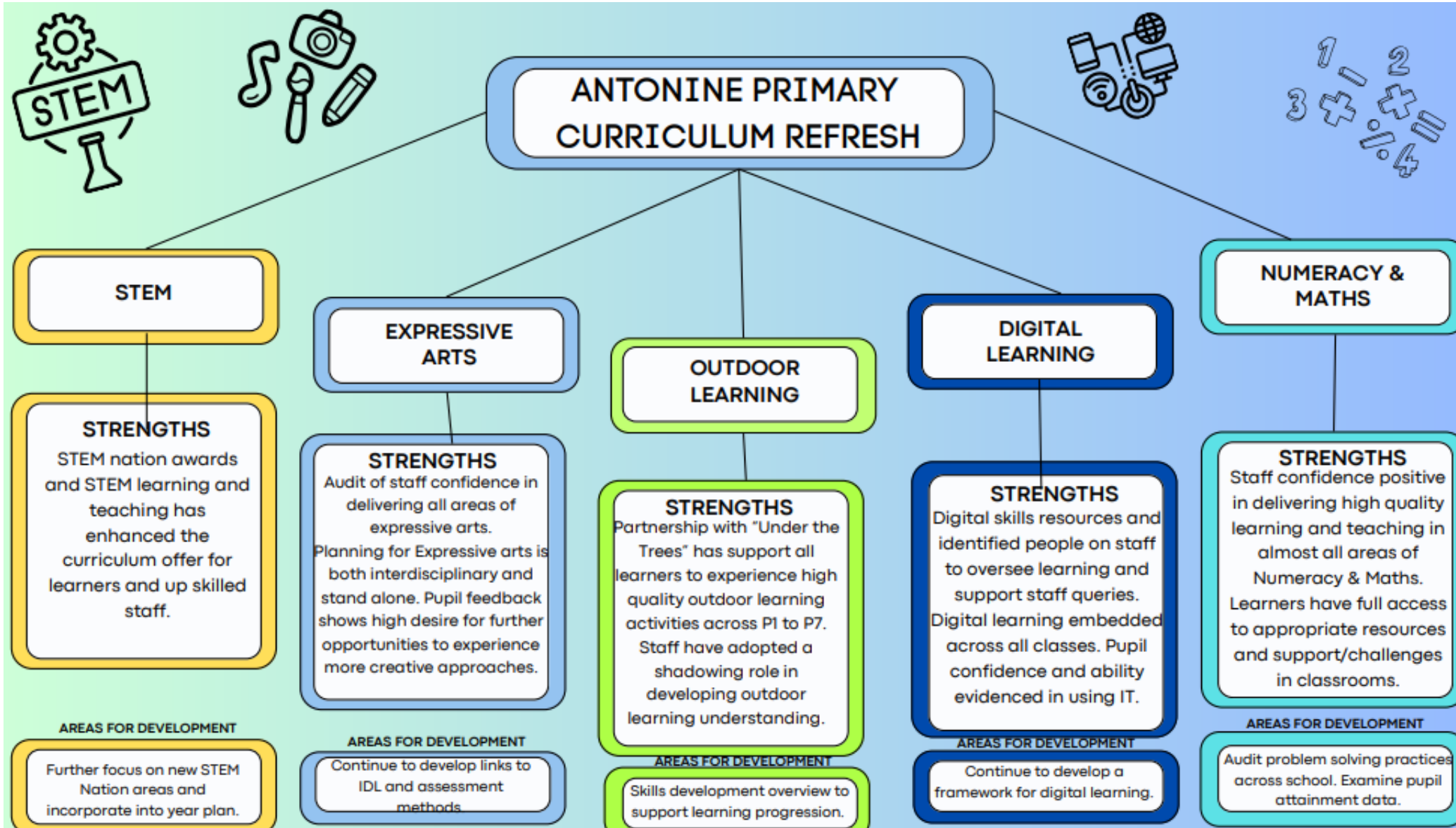
- Continue to develop knowledge and practice of how to best support learners with ASN.
- Continue to develop a curriculum which offers opportunities for creativity, thinking skills and problem solving.

EQUITY

All learners have equal opportunities to attend after school clubs fully funded. UNCRC is fully embedded by all staff and learners upholding the rights of the child and keeping their best interest at heart.



Improvement Priority 2 – Curriculum Refresh



Improvement Priority 3 – Developing and supporting digital skills to best support learners



Improvement Priority 4 – Moderation of Writing

Strengths

- Collegiate and collaborative sessions planned and delivered for all Denny cluster teaching staff to share strategies and examine good practice in writing.
- Consistency of standards and expectations examined.
- Increased knowledge & understanding of writing pace & progression within a level.
- Assessment planned from the start. Techniques and ideas shared and delivered.
- Protected time for staff to examine the whole process of writing from start to finish.
- Creative practices for pupils with ASN examined and shared.



Areas for Development

- Use the same format and meeting times to focus on moderation of another area next year.
- A focused series of sessions over a shorter period of time.
- Additional time for the planning stages at the start of the cycle.
- Opportunities to work alongside stages as well as within a level.
- Continued focus on supporting learners with ASN needs.
- Continued focus on standards and expectations across the cluster to best support learners achievements and attainment.

