



Falkirk Council

Children's Services



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



Standards and Quality Report

2023 - 2024



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 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

All about Antonine Primary School and ELCC

Antonine Primary School is a non-denominational school with a roll of 237 across the ELCC and P1-P7. The school leadership team consists of:-

Headteacher, Mrs McLaughlin

Depute Headteacher, Mrs Casey

Principal Teacher, Mrs McFarlane

The school has class teachers in P1-7, French, P.E. and Music teachers. We have Support for Learning teachers who work across the whole school throughout the week and 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 an active Parent Council which supports the school and its aims. An Events Committee meet regularly and organise various fundraising events throughout the year. We link with the local church – Bonnybridge St Helens, Bonnybridge library, Wheatlands 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 policy "Relationships & Rights" and throughout the year at assemblies and house meetings in class.



Antonine Christmas Concert December 2023



Our Vision Dream, Believe, Achieve

At Antonine Primary School
we aim to:

- 1**
Provide a rich education
that promotes lifelong
learning.
- 2**
Build a successful
community that encourages
inclusion for all.
- 3**
Support and nurture
all learners to achieve.

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 2023-2024									
School Role: 189					Nursery Role: 48				
FME: 21% 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%	3%	11%	4%	38%	15%	1%	1%	23%	1%

Self-Evaluation

This Standards & Quality Report is a snapshot of the progress of the School Improvement Plan over the academic year of 2023-2024.

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 have 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.

2023-2024 Priorities

Review of progress

Priority 1:

Literacy - Reading

- Embedding good practice in reading strategies to enhance pupil experiences and raise attainment in Reading.
- Working towards gaining Gold accreditation with Reading Schools to showcase the Antonine reading journey.

Literacy – Writing

- Developing writing strategies through staff training and engagement to raise attainment in writing.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

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

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HGIOS4/HGIOELC Qis

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.5 Family Learning
- 2.7 Partnerships
- 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

- In accessing a Reading Spine resource box specific to their class stage, all teaching staff were supported with sharing quality texts of different genres with their class during Forest Rangers reading time. This was an initiative introduced last session, where staff read to their class twice per week, modelling positive reading behaviours and scaffolding whole class discussion around a text.
- Star Books was launched within the staff, giving all staff access to a display to update their knowledge of children's contemporary literature. All information featured in this termly bulletin and display were co-created by the Literacy Improvement Group and lead librarian from Bonnybridge Primary School.



- An evidence plan for gold accreditation was submitted to Reading Schools on 27th May 2024. This was successful, with Antonine Primary School successful achieving their action plan and being awarded Gold Reading Status on 6th June 2024. Throughout this session, all reading developments and initiatives were sustained whilst a range of new community reading initiatives were also introduced.

These included:

- Read While You Wait – Every second term, star writing is collated from all classes and distributed to local businesses for members of Bonnybridge community to read and enjoy whilst they await their appointment.
- Book and a Biscuit – A few parents joined us in promoting a positive reading culture in Primary 1, visiting twice this session to read a story to the class over a juice and biscuit.
- Bedtime Story Event – In partnership with Bonnybridge Library, a few of our families attended Bonnybridge Library to engage with a story sharing event one evening.



- Intergenerational Reading Partners – All learners in Primary 4 have developed a partnership with Wheatlands Care home and have now visited the residents to read and share their favourite books on 3 occasions this session.

- Community Lending Library – We are currently working in partnership with Bonnybridge Primary School to find a location within our local community that is safe and vandal proof, whilst offering members of the local community the opportunity to share and swap books.

- This session, we also shared our love of reading and book recommendations with the wider community through Book Doctors Newsflash and Read Enroute, an initiative where QR codes containing links to our recommended reads are located throughout the local area for community members to access.
- Following a successful grant application with Scottish Book Trust, we further developed all our indoor and outdoor reading spaces, adding more soft furnishings and resources to these.



Spelling

- This session 3 class teachers piloted using “Wrap around Spelling” approach to teach spelling in Primary 4, 6 and 7. A weekly overview to support planning has been developed to accompany the progression of sounds documented in Single Word Spelling Programme and Fry’s Common Words.
- All staff have used both the Grammar Progression Planner and Handwriting Progression Planner to support their planning this session.

Impact This Session

This session we have achieved aspects of our Stretch Aim: By June 2024, 80% of learners will be working on or above their expected level for all aspects of literacy:

- 86% of learners in Reading, with 18% working ahead.
- 94% of learners in Listening and Talking, with 7% of learners working ahead.
- 78% of learners in Writing, with 12% of learners working ahead. We have an identified cohort of learners in Primary 5 who are working with a targeted support and challenge programme to improve spelling and writing skills. The “Wrap around Spelling” Approach will also be implemented with these learners next session.

We were successful in achieving Gold Reading School Status and have been recommended on the Scottish Book Trust Website as an example of good practice. Our Improvement Journey also featured in Falkirk Council's Literacy Blog and Falkirk's Learning to Achieve Festival.

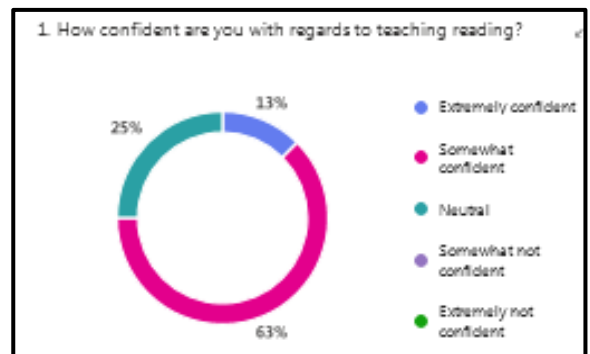
The pilot of Wrap Around Spelling in Primary 4 and 7 has had a positive impact on learners' attainment in Spelling. Spelling assessments highlight improved attainment in learners' spelling and an increased awareness of spelling strategies. Teaching staff have also observed increased engagement during spelling lessons.

- In Primary 4 100% of learners increased their spelling age this session. 15% of learners increased their spelling age by 8 months or more, 25% of learners increased their spelling age by 1 year or more and 10% of learners increased their spelling age by 2 years or more.
- In Primary 7D, 100% of learners increased their spelling age this session. 25% of learners increased their spelling age by 7 months or more and 25% of learners increased their spelling age by 1 year and 6 months.

85% of learners now borrow books from Antonine's Reading Forest, an increase of 22% from last session.

Surveys evidence 100% of teaching staff now have an improved confidence with respect to teaching reading.

Staff confidence in teaching reading			
	Extremely confident	Somewhat confident	Neutral
Staff Survey August 2023	0%	52%	6%
Staff Survey June 2024	13%	63%	25%
	+ 13%	+ 11%	19%



This session, all staff and learners within the Reading Improvement Group have sought leadership opportunities. All staff have taken responsibility for leading one reading initiatives whilst learners have sought opportunities to further promote an enjoyment of reading, including developing Cook a Story, a recipe book based on famous stories.

Most staff and learners continue to approach reading with a positive attitude.

- Staff:
 - *"The children are really enjoying seeing me read during TREE and will often ask what the book is."*
 - *"My class are constantly checking me for updating my door sign to make sure I have added my new book to this."*
- Learners:
 - *"I like reading books together with my mum".*
 - *"I only used to read David Walliams books, now I need new shelves in my room for all my other books."*

100% of staff consider both the Handwriting Progression Planner and the Grammar Progression Planner to be useful in supporting teaching and learning.



Family engagement with reading initiatives has increased from 7% last session to 28% this session.

"We loved the family challenge of getting caught reading – we all kept trying to find more unusual places."

"Well done, Antonine, reading your stories made my wait at the dentist much less painful."

With regards to promoting reading for enjoyment, we have increased our community involvement from 1 reading initiative last session to 7 this session. In addition to sustaining our partnership with

Bonnybridge Primary School, we have also developed a further 2 community partnerships with Bonnybridge Primary and Wheatlands Care Home.

Next Steps

- All teaching staff to plan and deliver the literacy curriculum as outlined in What Literacy Looks Like at Antonine. This includes continuing to embed all agreed reading initiatives.
- All teaching staff from P3 – P7 to use Wrap around Spelling Approach to teach spelling and record weekly spelling test results on provided trackers. All staff will attend a CPD opportunity at the beginning of next session to support them with this.
- All teaching staff to monitor learners' ability to transfer knowledge and skills in spelling to writing across the curriculum. Spelling Sheriffs to continue to be used as an incentive for learners to proofread and edit written work.
- Targeted writing program to be implemented with identified learners who are not on track with their writing.
- Assessment Improvement Group to reflect and improve current practice for assessing reading.

Review of progress

Priority 2:

STEM (Cluster Priority)

- All cluster staff from all Primary schools and Denny HS, working collegiately to plan, deliver and assess high quality STEM experiences for all pupils within curriculum development.
- All Antonine teaching staff working together to moderate and develop the Denny cluster skills progression overview and use this across all stages in classrooms to support children's learning.
- Increased pupil involvement in STEM leader programmes with the establishment of Young STEM Leaders within Antonine Primary School.
- Planned family learning opportunities to engage with STEM activities and learning.

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people.

NIF Driver

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

Curriculum

Learning and Teaching

Inclusion and Equality

Assessment



HGIOS4/HGIOELC QIs

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.5 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring well-being, equity and inclusion
- 3.3 Increasing creativity and employability

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?)

- Staff in the STEM Improvement Group created an IDL grid to track and monitor themes covered within specific curricular areas. These will be used for transition to ensure breadth and depth. Staff have indicated that they have found the IDL grid useful in planning the learning and teaching of STEM and other areas of the curriculum and to see progression and what contexts have been covered.

Results Summary

[View results](#) ...

1. How confident do you feel using the IDL Grid?

[More Details](#) [Insights](#)

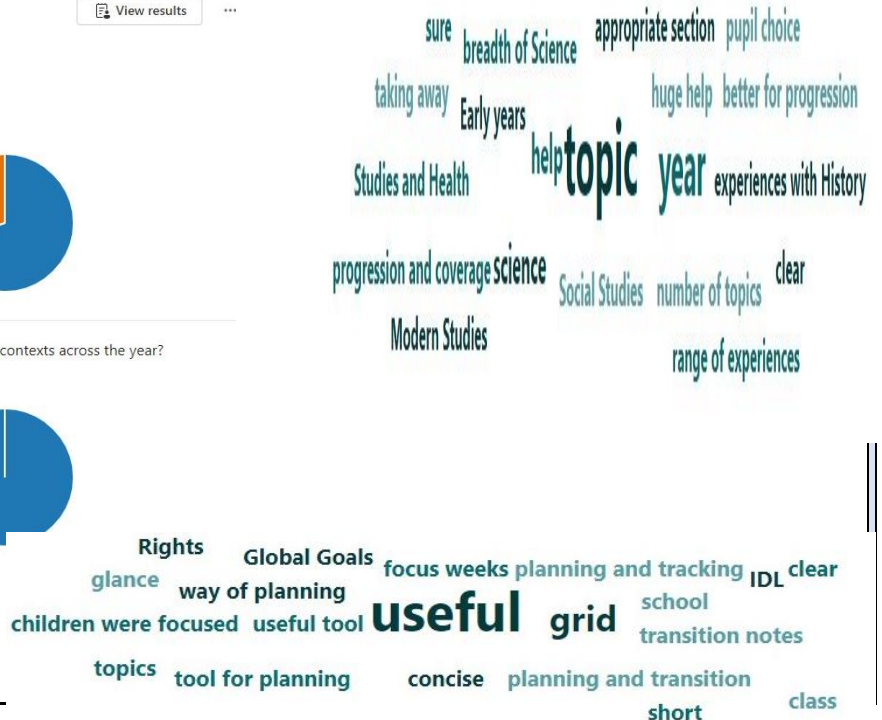
- Extremely confident 7
- Somewhat confident 3
- Neutral 0
- Not very confident 0
- Not at all confident 0



2. Do you feel the IDL Grid has improved your ability to plan for different contexts across the year?

[More Details](#) [Insights](#)

- Yes 10
- No 0
- Not sure 0

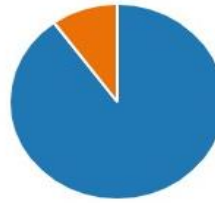


- Department meetings have also allowed staff to share planning and E's and O's covered in STEM and IDL, to ensure progression. The results below show how useful staff have found department meetings.

[More Details](#)

[Insights](#)

● Yes	9
● No	1
● Unsure	0



8. Please give a reason for your answer to the above question

[More Details](#)

[Insights](#)

10
Responses

Latest Responses

"useful to sit with overviews to plan "

"These meetings have been useful to help each other plan for progression, etc"

"These have possibly been more effective as we can quickly identify duplicati..."

- The Improvement Groups created themed planners for Science, LfS and Social Studies, staff have found these helpful in planning and have been able to adapt the plans to their needs. Adding resources and links to the Science plans have made it easier for staff to plan science topics.
- We recently created themed planners for Technologies and plan to add resources/links on these with the aim of using them next session.

9. Have the master planners for Science, Social Studies and LfS been useful?

[More Details](#)

[Insights](#)

● Yes	9
● No	0
● Unsure	0



10. Please give a reason for your answer to the above question

[More Details](#)

[Insights](#)

9
Responses

Latest Responses

"a useful starting point and base - still opportunity for children's voice "

"Saves time as the relevant Es & Os and pathways are already there (just to ..."

"These are helpful as they provide a basis for planning that can be altered to ..."

3 respondents (33%) answered **planning** for this question.

Word cloud containing terms: helpful, Es, learning, planning and assessment, relevant Es, starting point, planning times, basis for planning, links across the curriculum, point for my planning, useful, planner.

- Through a series of training and moderation sessions with cluster colleagues all staff have increased confidence in planning, delivering and assessing STEM learning within the classroom. Staff also participated in STEM CPD opportunities with SSERC, Falkirk Council and Denny HS. Evidence of this learning is displayed in planning and learning opportunities within classrooms.
- Staff STEM leads from each school met to work on the skills progression framework for STEM and share areas of good practice at termly meetings. Following the meeting the STEM leads shared information and advice within the primary school.
- All staff at Antonine have a good knowledge of the skills progression framework and use this as part of learning and teaching in classrooms. The Denny cluster skills progression is displayed in every Antonine classroom and used within planning documents to support the children's skills development and beginning to recognise where each skill can be used.



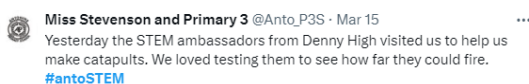
- All learners have experienced high quality STEM experiences within classrooms evidenced in classroom observations and pupil learning conversations by the Senior Leadership Team.
- Pupils have adopted leadership roles in the learning experience through taking part in the Young STEM leader's programme. Pupils have been sharing learning with several stages in school and organised a Halloween STEM hunt throughout the school? The YSL group planned and prepared lessons with P1, one with a Halloween theme and a floating sinking activity. Their leadership skills were evident.



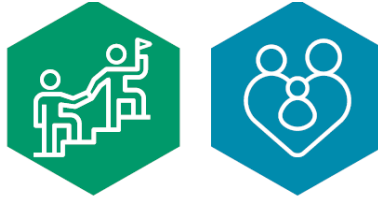
- Pupils have been working across stages to deliver and support STEM activities and support learning in peer activities within the school. P6 pupils supported children in the ELC with a STEM open afternoon and P7 pupils spent time sharing teaching around coding to several stages.



- Denny HS staff and pupils have worked alongside Antonine staff and pupils to plan, deliver and support learning at primary level.



- DHS staff have provided opportunities for professional dialogue and support around planning and teaching STEM.
- All P7 pupils have experienced a STEM experience day at Denny HS as part of the STEM focus and transition pathway.
- Staff and pupils have worked on creating links between STEM and the development of Skills for Learning, Life and Work through teaching and from visiting parents and businesses to classes.
- Staff in our Improvement Group created an Inter Disciplinary Learning grid to track and monitor themes covered within specific curricular areas. These will be used for transition to ensure breadth and depth. Staff have developed themed planners for Science, Technologies, Social Studies and Learning for Sustainability from Early to Second Level with the progression Pathways and Benchmarks included.
- Staff have taken part in SSERC online workshops throughout the year and STEM Leads have shared any CPD opportunities that have arisen which link to on-going priorities.
- STEM Nation badge – working towards achieving the badge for Leadership & Family and Community.



- Stage appropriate STEM activities have been added to play resources for P1-P7.
- Opportunities for STEM to be taught across the whole curriculum have been sought out including outdoor STEM learning activities.

Miss Stevenson and Primary 3 @Anto_P3S · Oct 26, 2023
Look at our super space artwork inspired by the artist Peter Thorpe.



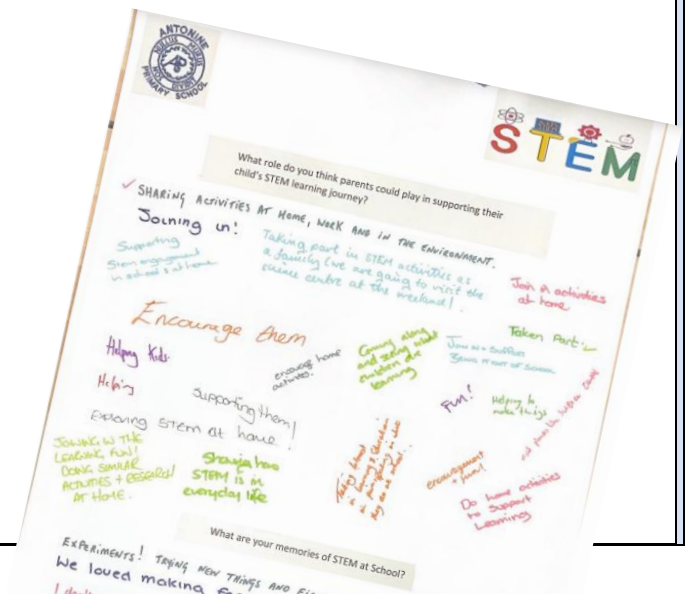
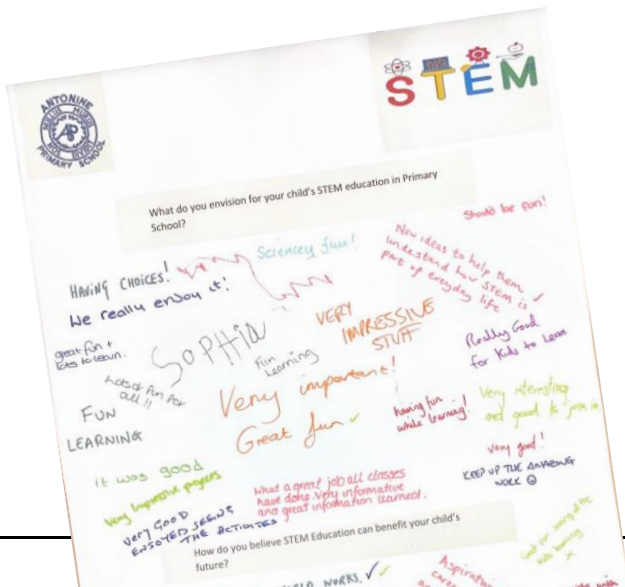
Mrs Todd @P4Anto_MrsTodd · Oct 25, 2023
This week with @outjess we explored directions 📍 we had great fun giving directions to our blindfolded partners then we found out how to use a compass! Ask us which direction is North in our playground! 📏



Mrs McGuire and Mrs Easton @MrsMcGuireAnto · Oct 26, 2023
After learning about what we would find in the sky we made moon and star biscuits. We followed a recipe, used the scales to measure our ingredients, mixed and used the cutter to make the shapes. 🌙⭐



- P1 staff and pupils linked with WHP Telecoms to support Developing the Young Workforce. The grant award was used to further resource high quality STEM resources for pupils at Early and First Level.
- Staff planned a STEM open afternoon to encourage and engage with families in learning and participation of the curriculum.
- A SPACE themed focus period within the school allowed all children to focus on STEM learning and activities with family learning activities linked to this.
- Parent/Carer feedback demonstrated that adults found the session supportive and helpful in understanding the curriculum. Feedback stated that it was an informative session, it was interesting and displayed the activities involved. Lots of parents/carers stated how fun the learning was. Feedback also shared that families think that the teaching of STEM is important and rated the fact that their children's learning gave them the knowledge and understanding for future career choices.



- Parents/carers stated that activities around STEM supported their children to be aspirational for future and in learning.
- Increased links with the STEM team at Forth Valley College and the use of the resource boxes increased pupil engagement with STEM activities.
- All children experienced a Science workshop from Generation Science linking to skills and knowledge to their own learning experiences within the classroom.
- All pupils experienced an out of school trip linked to science topics and STEM learning to further consolidate their learning.
- Gender stereotypes and equity within the STEM career pathways were challenged through assembly programmes and Rights Respecting Schools focus weeks, YSLs also visited this and worked on activities to challenge gender stereotypes.
- Introducing a Stem club during “Leading the Learning” groups has allowed pupils to focus on an interest specific to them.
- Introduction of the new twitter hashtag #antostem celebrates all STEM activities.

Next Steps

- Continue to build and develop the collegiate relationship with colleagues at Denny HS.
- Continue to use the IDL grid, themed planners and further embed the DHS skills in planning, learning and teaching.
- Continue to encourage staff to take part in STEM CPD opportunities.
- Digital Technologies curriculum development – further training and links to be within the curricular areas and added to existing planning overviews.
- Continue to build on the STEM Nation Award and achieve another badge.
- Continue to develop the Young STEM leader programme with further awards for pupils.
- Continue to develop links and partnerships with local businesses/STEM organisations.

Review of progress

Priority 3: Assessment & Differentiation

Ensuring teacher judgement decisions and knowledge of pupil progress are based on valid and reliable decisions underpinned by the moderation cycle.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people.

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

Curriculum

Learning and Teaching



Inclusion and Equality

Assessment

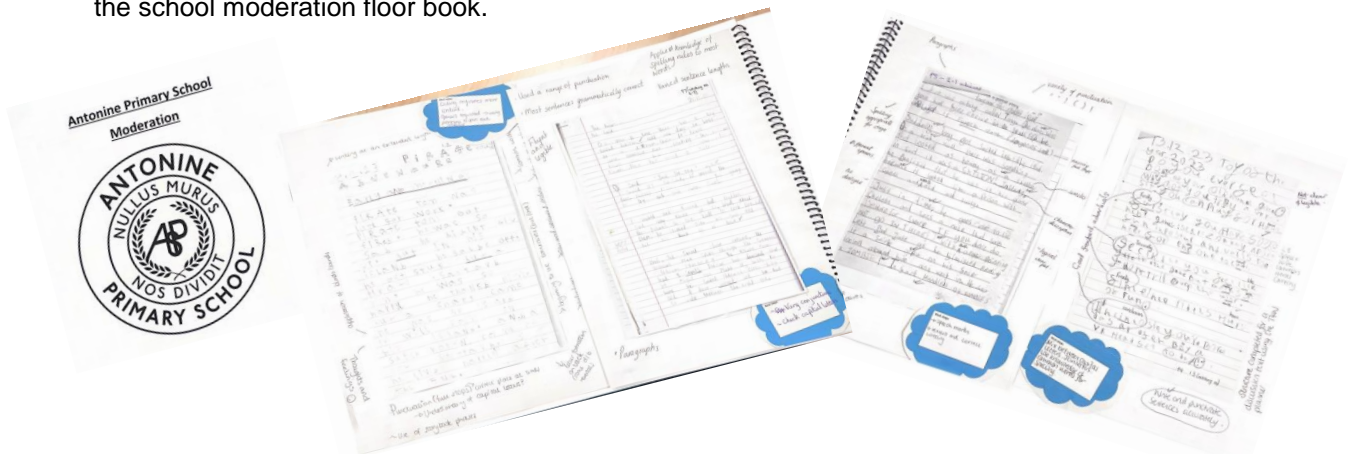
HGIOS4/HGIOELC QIs

- 1.1 Self-Evaluation for Self-Improvement
- 1.2 Leadership of Learning
- 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?)

- Staff have taken part in training sessions to enhance knowledge and understanding of the moderation cycle and how this links to the learner. Using this knowledge staff have moderated literacy work across all levels, checking for next steps and discussing teacher judgement. Evidence of this work can be found in the school moderation floor book.



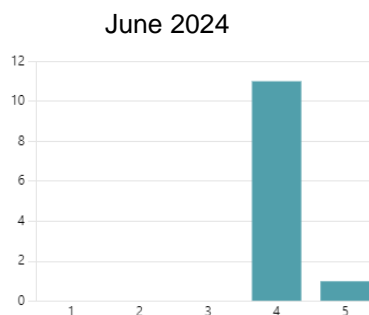
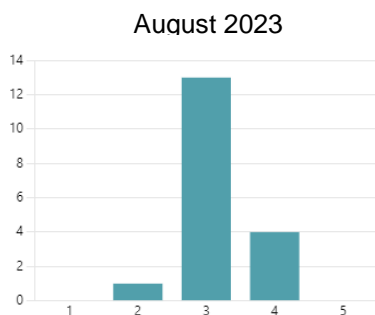
- A policy for planning and assessment has been created to support consistent approaches across the school, to share assessment practice with parents. Following sessions with staff, an assessment overview has been developed to highlight a framework for all stages to structure the approach to assessment and is available for all staff to look at.
- An updated assessment policy has been reviewed and shared with staff and parents outlining how the school assesses children and what these assessments are used for. Parental feedback informed the document, and this was updated for the school website.
- Staff used CAT sessions to look at Education Scotland thematic inspection advice around assessment and took part in Moderation training sessions looking at the learner, feedback & next steps and gathering a range of evidence. Focus on the learners and their journey informed discussions about supporting and extending learning for individuals.

- Teaching staff from 7 out of 9 stages in school joined cluster colleagues in monthly sessions looking at a core text and examining practice. Staff reported the main reason to do this was to focus on a structured approach to professional reading alongside other areas for feedback.

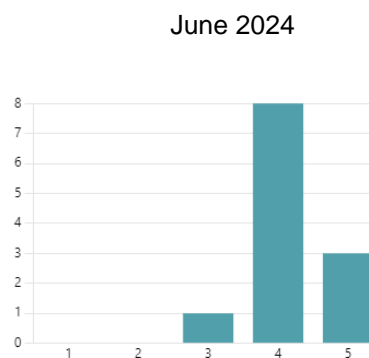
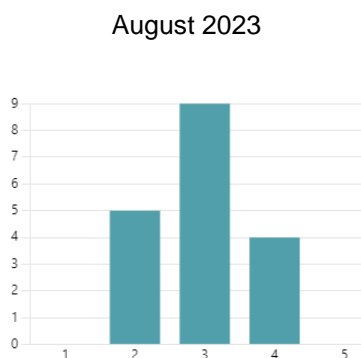
new style new **Interested** cpd colleagues right book reading groups
 new ideas practice **professional reading** planning
 opportunity **book** way new ppl time great way time effective
 good way professional discussion



- Staff feedback shows that staff confidence in planning and teaching lessons has increased over the year because of the collegiate work.



- Staff feedback shows an increase in confidence around achievement of a level for pupils and evidencing this.



Next Steps

- All teaching staff to take part in the Falkirk Council moderation programme for 24-25 alongside their Denny cluster colleagues. Staff will be working in Curriculum for Excellence levels and will meet to have input and dialogue around good practice, self-evaluate their own practice as well carry out a “small test of change” focus to raise attainment for learners in their class.
- Staff feedback around assessment shows that further moderation activities linked to literacy and writing are desired.
- Staff feedback shows that continued discussion around differentiation and challenge for pupils will need to be planned for during the coming session.

Review of progress

Priority 4: Health & Well-Being

- Embedding UNCRC knowledge and understanding and applying Rights Respecting Schools initiatives at all stages in school and across the whole curriculum.
- Staff working collaboratively to plan, deliver and assess high quality, inclusive practice for all pupils.
- Increased pupil involvement and engagement with skills and strategies to support their own self-development.

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education.

Improvement in children and young people's health and wellbeing

NIF Driver

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

Curriculum

Learning and Teaching



Inclusion and Equality

Assessment

HGIOS4/HGIOELC QIs

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.4 Personalised Support
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, 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?)

- Rights Respecting School's principles and practices are now embedded throughout the school and Antonine Primary School received confirmation that we achieved our Gold Status in June 2024. Children know about rights, can exercise their rights, feel valued and can recognise the rights of others.

I am pleased to confirm that the Accreditation and Standards Committee agree that sufficient evidence was provided in the report to award Antonine Primary UNICEF UK's Rights Respecting School Award at Gold: Rights Respecting.

Pupil feedback, April 2024:



Parental Feedback, March 2024:

I know that children's Rights are important at Antonine PS.



School list

Antonine Primary School is registered with 'Rights Respecting Schools' and is committed to creating a safe and inspiring place to learn. Legislation and practice in child protection are underpinned by principles derived from Articles of the UN Convention on the Rights of the Child 1989 ratified by the UK Government in 1991. Although not directly enforceable in Scottish Courts, it is Scottish Government policy to implement the Convention wherever possible. The principles include:-

- each child has a right to be treated as an individual
- every child who can form a view on matters affecting them has the right to express those views if they so wish and those views should be given due weight in accordance with the child's age and maturity
- parents should normally be responsible for the upbringing of their children and should share that responsibility
- each child has the right to protection from all forms of abuse, neglect or exploitation
- in so far as it is consistent with safeguarding and promoting the child's welfare, public authorities should promote the upbringing of children by their families
- any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies working in collaboration



Staff Feedback, March 2024:

8. Children at Antonine Primary are aware of their rights.



9. In general, pupils are actively engaged in the life of the school.



10. Pupils can influence decision made in this school.



This policy applies to



Ethos and Culture

A positive school et the classroom, play about a Rights Resp system has been developo, vision, values and aims for the whole school community has been established.



Antonine Primary School promotes a culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

We have adopted the ABCDE of rights to support children further in understanding rights and relationships across the school community.

A	B	C	D	E
Rights are for ALL children	Rights are there for EVERYONE	Rights CANNOT be taken away	Rights DO NOT have to be earned	All rights are EQUALLY important
UNIVERSAL	INHERENT	INALEASABLE	UNCONDITIONAL	INDIVISIBLE

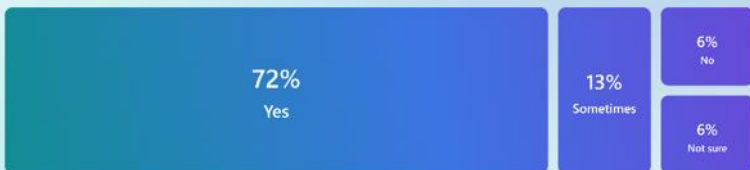
We are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. We will:

- Pupils are more aware of the Global Goals and what it means to be a Global Citizen. Children see themselves as part of a world community and know how to act accordingly. They better understand the social, political, environmental and economic issues that affect the planet and its people.

What a launch for Global Goals today. We celebrated many countries and cultures in typical Antonine style - coming together to sing, dance and have fun. What a super assembly and effort from everyone 🙌 #globalanto #globalgoals @antonine01



I can do things to help globally



- Community partnerships have strengthened pupil's understanding of the rights of others. Pupils have built a solid relationship with Wheatland's Care Home and have also benefited from specialised support from outside agencies during our Health and Wellbeing fortnight. Pupils experienced greater depth of learning by participating in the experiences provided, such as First Aid training and healthy eating workshops. Mental health workshops, provided by our educational Psychologist, also strengthened pupil understanding of mental wellbeing.

- Staff are better equipped to provide inclusive classroom practices. They have engaged in several CPD opportunities to further their own knowledge and understanding which has led to increased confidence levels. As a result, children are better supported.



16/11/2022	Grief Policy and Resource Support for Staff	Leadership Activity	3.00	Developing and Overseeing Health and Wellbeing - CFE HWB (2022 / 2023)	4			
21/11/2022	Talk for Writing Training	CLPL Event	3.00	Writing Development - Curriculum development (2021 / 2022)	4			
19/01/2023	Outreach Support Consultation	Collaboration	2.00	Developing and Overseeing Health and Wellbeing - CFE HWB (2022 / 2023)	4			
26/01/2023	NA Early Years Outdoor STEM Resource	CLPL Event	1.00	Developing STEM across the curriculum - Interdisciplinary Learning (2022 / 2023) Development of Play Based Learning - Pedagogical skills (2021 / 2022)	4			
26/03/2023	Decider Skills Training - the Life Skills Manual	Further Study	4.00	Developing and Overseeing Health and Wellbeing - CFE HWB (2022 / 2023)	4			
26/03/2023	Place2Be Online Learning	Further Study	4.50	Developing and Overseeing Health and Wellbeing - CFE HWB (2022 / 2023)	4			

Examples of staff CPD.

Start Date	Activity	Type	CPD Hours	Area(s) for Development	Rating
30/08/2023	Anxiety Toolkit	CLPL Event	1.00	Health and Wellbeing lead - CFE HWB (2023 / 2024)	4
18/09/2023	Play assessment and learning	CLPL Event	1.50	Development of Play Based Learning - Pedagogical skills (2023 / 2024)	3
23/10/2023	Engaging environments	CLPL Event	1.50	Development of Play Based Learning - Pedagogical skills (2023 / 2024)	3
05/11/2023	Teaching backwards	Activity to deepen knowledge & understanding	1.50		3
20/11/2023	Enabling adults and their role in supporting children's play	CLPL Event	1.50	Development of Play Based Learning - Pedagogical skills (2023 / 2024)	3
04/12/2023	Emotional Development	CLPL Event	1.50	Development of Play Based Learning - Pedagogical skills (2023 / 2024)	4
22/01/2024	Play and Social Development	CLPL Event	1.50	Development of Play Based Learning - Pedagogical skills (2023 / 2024)	4
04/02/2024	Social engineering red flags	Activity to deepen knowledge & understanding	1.00		4
20/02/2024	Global Citizenship in the Primary Classroom	CLPL Event	1.50	Developing STEM across the curriculum - Interdisciplinary Learning (2022 / 2023)	4
24/04/2024	Going for Gold - UNCRRC	CLPL Event	3.00	Developing and Overseeing Health and Wellbeing - CFE HWB (2022 / 2023) Health and Wellbeing lead - CFE HWB (2023 / 2024)	0

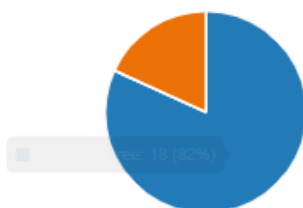
Parental Feedback, March 2024:

14. Staff at Antonine have a good understanding of my child's needs.

[More Details](#)

[Insights](#)

- Strongly agree 18
- Agree 4
- Neutral 0
- Disagree 0
- Strongly disagree 0



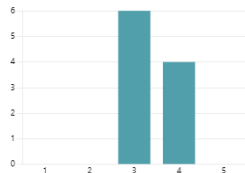
Staff feedback, March 2024:

1. On a scale of 1 to 5, how confident do you feel in your ability to effectively use Decider Skills in the classroom?

- 1 - Not confident at all
- 2 - Slightly confident
- 3 - Moderately Confident
- 4 - Very Confident
- 5 - Extremely confident

[More Details](#) [Insights](#)

3.40
Average Rating



3. Do you believe that integrating Decider Skills into your teaching practice will positively impact student learning?

[More Details](#) [Insights](#)

- Yes, strongly believe 6
- Yes, somewhat believe 5
- Neutral 0
- No, not really believe 0
- No, strongly believe it doesn't ... 0



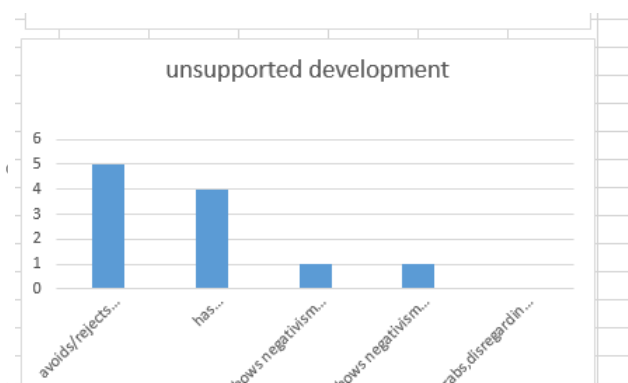
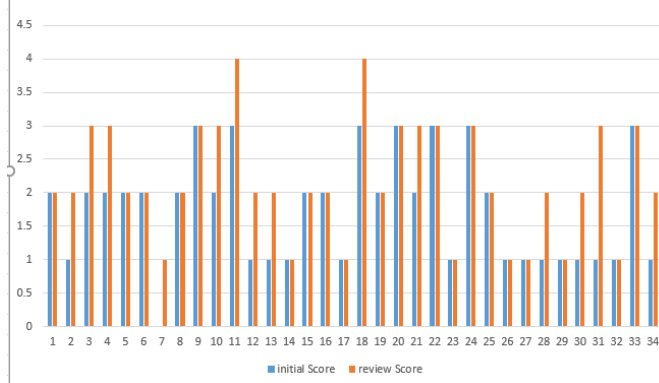
- The learning environment has been improved to further meet the needs of all children. The Hub and Acorn room allow pupils to learn in a quieter, less stimulating environment. Children can also access the sensory resources in the Acorn room if required. Friendship Club continues to provide children with a safe, comfortable space at break and lunch.



- Nurture Club provides an opportunity for pupils to receive more targeted support. Boxall profiles completed before sessions allow Nurture Groups to be specifically targeted to meet wellbeing needs. Results have been very positive from sessions so far.

Improvements shown via Boxall results:

HM section 1



- Staff appreciate that children learn in different ways. A progressive experience of Outdoor Learning has been provided for many pupils this year, which has enhanced the curriculum, helped improve children's mental health and wellbeing and provide a more inclusive education.

It has been great to work with the children at Antonine and I have definitely seen evidence of children's rights being embedded during these sessions. All children are included in sessions and the wellbeing element of being outdoors is really valued by staff and pupils. It is evident that outdoor learning is also valued - and recognised as an opportunity for some pupils to shine in a way that they may not so much in the classroom. It has also been great to see how well children work together in teams, showing respect and fairness for their peers.



It was great to be a part of the parent workshop - to highlight to parents the difference that can be made being outdoors, enjoying the natural environment and all the benefits that come with that.

Thank you,

Judith Melville
Outdoor Learning Officer

- Through inclusive practice work, play-based learning has now extended to Primary 5. Children enjoy a wide variety of experiences linked to classroom learning and following on from their own interests. A shared space between Primary 3, 4 and 5 has provided an extension to the classroom, with a variety of play-based learning opportunities provided. The infant department have also participated in extensive training regarding observations in play and have adapted their approach this year. They have created a consistent approach to observing play, linked to planning, which has also impacted on the continuous provisions they have provided. There is an increased understanding amongst staff that learning to play inclusively is **crucial to children's physical, social, and emotional development**. Observations have shown that children have improved social skills, confidence, independence, and resilience because of these experiences.

Play Action Plan:

Antonine Primary School
Focus – Environment

Date started: October 23
Planned Focus HGIOELC/HGIOS:

Aim: to develop high quality environments to engage children in play and join up adult-led, adult-initiated and child-led play. Primary 1			
Actions Required	By When	By Whom	Progress and impact
Carry out the spaces audit	Start of Nov 23	All	Completed. Areas identified and plan created and sent to staff. Will revisit January 2023.
Reduce the different areas for play within shared space	Nov 23	All	
Identify key areas of continuous provision which support the current P1 children, i.e. games/puzzles for zone	Nov 23	All	Observations carried out along with feedback from children. Staff now reduced frequency of which areas are changed.
Identify the continuous provision to be set up in both classrooms. Possibly reading/story corner, general mark making, ICT, area to place lit/pup direct teach activities/games for practice, social game etc	Nov 23	All	
Create 3 clear zones in the shared space: block play, role play, creative/malleable. The size of the areas should reflect the play provision children enjoy most of the skills you most want to extend	Dec 23	All	Revisit in January – issue area or responsibility to each staff member.
Each staff member to focus on the development of the areas using the audit toolkit and ideas from other schools. Develop these areas alongside the children as part of their learning i.e. categorising 3D shape in junk modelling	Dec 23	All	
Experiences: organisation of learning			VIP – Very important play. Staff beginning to move more into the area to teach in the moment. Happy with position of teaching table at this point.
Begin to plan using the continuous provision. Take teaching into the continuous provision as opposed to the current "teaching table"	Dec 23	All	
Consider changing the shape of the "teaching table" to support group/pair/larger learning experiences	Nov 23	All	

Staff Training:

Date	Course	Staff
12.06.23	New to Primary 1	Michelle McFarlane Nichola Young Laura Jane McGuire Gillian Easton
29.03.23	Helicopter Stories Kym Scott –	Michelle McFarlane
Mondays 4–5.30pm 18th Sep 23rd Oct 20th Nov 4th Dec 22nd Jan 5th Feb 4th March 22nd April 20th May	Everything you need to know about child development and play based pedagogy	Michelle McFarlane Nichola Young Laura Jane McGuire Gillian Easton Gail McBride

14.09.23 03.11.23	Meeting with Lysa Thomson – work on Continuous Provisions	Michelle McFarlane Nichola Young Laura Jane McGuire Gillian Easton Gail McBride
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- Pupils are better equipped in self-regulation techniques and ways to manage their own wellbeing. Health Fortnight provided a spotlight on wellbeing and how to foster this. Every child has learnt the Decider Skills and displays provide reminders around school. Staff are more confident co-regulating children using these techniques. Children are actively involved in the creation of their 'child's plan' and are able to feed into meetings on matters which affect them.

Pupil Feedback, April 2024:



List ideas of what you might do if you were feeling 'big emotions'

- Talk to an adult star dojo
- fact or opinion Use
- Tell a friend
- Tell an adult
- Decider skills
- Walk away
- deep breaths
- Tell a trusted teacher or adult
- Tell a teacher
- thing
- Stopp
- adult or a friend

Views of the child/young person regarding the proposed plan (include areas of disagreement):

- K scored her enjoyment of:
 - school (4/5)
 - reading (1/2)
 - numeracy (2/5).

She likes playing with her friends, listening to stories and dressing up. I get angry sometimes. Cuddle help me!



Parental Feedback from Health Fortnight:

Great activity afternoon, fun was had by all

None

*

Fantastic school and the staff are remarkable.

All in all I feel haply with antonine School

We all had a great day!

My child is safe and happy at school.

I am happy

We love getting involved and seeing what the children get up to at school.

From:

Sent: 28 April 2024 21:02

To: Antonine Primary School <antonineprimaryschool@falkirk.gov.uk>

Subject: Health and Wellbeing fortnight

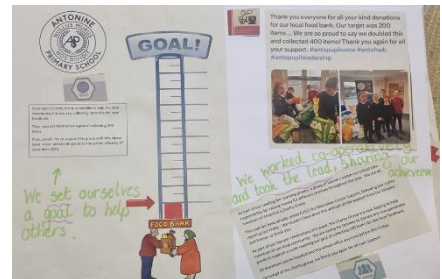
Hi Lynsey

I just wanted to say a massive thank you to all the school team for an amazing Health and Wellbeing fortnight.

I got so much out of it - every day was exciting and interesting. Finn even did a survey of his friends to decide on the fruit they will have at his birthday party based on what he tried in school!

It must have been a lot of work, time and energy put into it all so I just wanted to add our note of thanks for all your efforts - it is really appreciated.

- Children are active participants in their learning and have taken on roles in school through "Leading the Learning". Leading the Learning groups have allowed pupils the opportunity to take forward initiatives in such as school improvements, focus weeks and organise charity events.



Next Steps –

- Sustain the Gold RRS Award.
- Ensure Health and Wellbeing remains a part of Quality Assurance; ASN training for whole staff team.
- Continue with Circle training and utilise this resource to create inclusive classrooms.
- Continue with policy development – child friendly policy versions and Anti-Racism focus.
- Establish the 'Den' as a space for targeted support for identified pupils.

ELC Priority 1: Planning Approaches

Summary of Impact

All staff now have an improved understanding of continuous provision and what this looks like within ELC. Post questionnaires showed that 100% of staff now implement continuous provision in their areas of responsibility within the ELC environment. This is further evidenced through ELC floorbooks.

With regards to newly appointed staff, 100% of staff now feel confident in their knowledge of continuous provision, an increase on 70%.

90% of children are very aware of what resources are normally on offer and will question if continuous provision is not there.

	Staff Pre-questionnaire	Staff Post-questionnaire
How confident are staff with regards to implementing Continuous Provision?	80%	100%
With regards to newly appointed staff, how confident are you with regards to understanding what continuous provision is?	30%	100%

Most staff are now consistent in their approach to planning. These staff members contribute to the planning process and are accountable to meeting children's needs and taking learning forward. High staff absence has impacted on all staff adopting a consistent practice. This aspect will be driven forward next session.

All staff feel that planning is now more robust and less bureaucratic. However, quality assurance has highlighted a need for staff to improve their use of Weekly Huddles to inform future planning. This includes being more specific with their evaluations.

Moving forwards

- Staff to continue implementing continuous provision.
- Staff to make better use of weekly huddles, improving their evaluation skills and ability to identify targeted learning when responding to the learning documented in the weekly huddle.
- Staff to revisit planning guidelines and streamline current process to further support continuous provision and responsive planning.

ELC Priority 2: Community Links

Summary of Impact

Antonine ELC have now established a working partnership with both Bonnybridge Library and ROOTS, a local registered charity.

Children from Antonine ELC have benefitted from regular visits to the local library. Some families from ELC now attend ROOTS Happy Mondays group following signposting from ELC staff. A few parents now also volunteer with this group. ELC children attended the Happy Monday's group at Christmas time and delivered a Christmas Sing a Long. Most recently, ROOTS also supported ELC staff with delivering a fun day for all ELC children.

Throughout this session, 90% of ELC children accessed community learning experiences. These included walks in the local community through going to the parks, the shops, and walks along the canal. (2 children were not permitted by parents to leave the ELC premises).

20% of our children went to Callendar Park to take part in exploring the forest and developing their health and wellbeing.

Throughout the course of this session 100% of our families with siblings attended our Sibling Singalong events whilst 80% of our families attend our Come Cook with Me event.

Families and members of the local community attended ELC to share their knowledge relating to their jobs with the children. All children were given the opportunity to learn more about farming, the police and fire service and baking cakes.

Moving forwards

Continue to maintain and promote partnerships with families and the local community.

ELC Priority 3: STEM

Summary of Impact

Over the past year staff members have worked collaboratively together to enhance staff and children's knowledge of STEM and how it is evident through our learning experiences each day. Through professional dialogue with the team, it was agreed that not all staff were confident in talking about all areas of STEM to others.

100% of children have been included in various Stem Learning Experiences through continuous provision, off site learning and small experiences where families were invited in to share the learning with their children.

At the beginning of the session, prior to any training only 70% of staff were able to discuss areas of stem and where it is visible in the setting. 100% of staff said they would benefit from further training to enhance their knowledge.

After completing Alice sharp STEM training as a staff team, 100% of the team are now more confident in promoting STEM experiences and show case this through our practice.

30% of staff commented that when writing children's observations, they used mathematical language readily often missing key STEM skills. Now however, staff are more confident in using STEM language to accompany this.

100% of families were offered the opportunity to attend a STEM stay and play. 30% of families attended this.

80% of families expressed that they were previously unaware of how much STEM impacts our daily lives and that they found the STEM family event to be beneficial. Most families also shared that they will now continue promoting curiosity and creativity with STEM at home.

Most children are now being observed using STEM language and making predictions independently.

Moving forwards

Continue to embed STEM learning experiences within the ELC.

Continue to incorporate STEM language into children's observations and planning evaluations.

Key priorities for School Improvement Planning 2024 - 2025

Priority 1 – Supporting Pupil Needs

- Plan for targeted interventions for identified pupils across the school to ensure that attainment potential is maximised.
- Support children to develop confidence to be independent learners at all stages and ensure high levels of engagement with learning.
- Focus on the learning environment throughout school offering pupils learning spaces which are calm and welcoming.
- Support children with rich experiences and effective resources to develop thinking, creativity and problem-solving skills across all areas of the curriculum.
- Continue to plan for an inclusive approach for all learners in all rooms.

Priority 2 – Developing the Curriculum for Antonine

- Continue to strengthen effective community partnerships, all our young children will develop positive life skills and dispositions towards learning. Children will experience richer learning environments because of more involvement with the local community.
- The needs of all children will be at the centre of curriculum design and development where they will experience rich and exciting play and learning opportunities, indoors, outdoors and within their community.

Priority 3 – Developing digital skills to best support learners

- Further embed and develop digital learning skills for staff and learners to enable a more agile and blended approach to learning.
- Learners will experience high quality digital teaching and experiences to enhance the learning experience.

Priority 4 – Moderation of Writing

- Teaching staff from across the Denny cluster, to work collegiately to develop an understanding of the components of the moderation cycle and use this effectively to support robust teacher judgement.
- Develop a consistent understanding of what is required to achieve a Curriculum for Excellence level in writing to support raising attainment for all learners.

Teacher Leadership 2024-2025

Staff leading initiatives in Leading the Learning groups which include: - Pupil Council, Anti-Bullying Ambassadors, Rights Ambassadors, ECO warriors, Food Technology, Choir. Play Leaders, STEM, Mini Librarians, Animal Care and Woodwork.

Pupil Involvement 2024-2025

Continue to plan for “Leading the Learning” groups for all pupils in P1 to P7 to offer a role of responsibility to every pupil in school. These will be child centred, and pupils will have a choice of which group they want to be part of. Teaching and support staff will lead these and the development of them with the wider school community. Parents/carers will be encouraged to join a group to support these groups. Children will get the opportunity to be involved with two groups over the year – one group from Aug to Dec and another group from Jan to Jun.

ELC 24-25 next steps

ELC Priority 1: Planning

Develop a streamlined planning approach which is meaningful, robust and drives forward children’s learning.

ELC Priority 2: Self-Evaluation & Moderation

Improve staff confidence and competence in using self-evaluation purposefully to highlight success and drive forward improvement.

Work alongside cluster colleagues to moderate progress in Literacy and Communication for learners within Early Level.

ELC Priority 3: Trauma Informed Practice

Increase staff knowledge and skills around child experienced trauma to enable them to better support children and families who are impacted by this.

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, collegiate meetings, cluster moderation and school improvement groups across various areas of focus.

Continued work with all stakeholders in our community and close working relationships with staff across the Denny cluster.

Regular feedback from parents/carers and pupils to inform progress and decisions.

Summary of Self-Evaluation – Reference QIs

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

	Self-Evaluation Grading
1.3 Leadership of change	Very Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very Good
3.2 Raising Attainment & Achievement	Very Good

Antonine ELC Self-Evaluation of the Core HGIOELC / Quality Framework

	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	5	1.1 nurturing care and support	5
2.3 Learning, Teaching & Assessment	5	1.3 Play and Learning	5
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	5
3.2 Securing Children's Progress	5	3.1 Quality assurance and improvements are well led	5
		4.3 Staff Deployment	5

Gradings:

6 – Excellent

5 – Very Good

4 – Good

3 – Satisfactory

2 – Weak

1 - Unsatisfactory