



**Falkirk Council**

*Children's Services*



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



## Standards and Quality Report

**2020 - 2021**



## **SQR 2020/21**

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 2020/21. Ordinarily the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, then again in January 2021, planned improvement work was revised in term 1 and term 4 of the school session to take account of these closures. Improvement work was centred appropriately and successfully around: the provision of remote learning for children and young people; organisation and delivery of emergency childcare for keyworkers; and, the provision of pastoral support for vulnerable children and families.

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 during the two periods of remote learning closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2020-2021 remain relevant and will continue to be progressed in session 2021-2022. In line with Falkirk Council Children's Services priorities, focus areas for our next improvement plan will also include raising attainment and achievement and curriculum development.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across another exceptional academic session from August 2020 - June 2021

## All About Antonine Primary School and ELCC

Antonine Primary School is a non-denominational school with a roll of 258 across the ELCC and P1-P7. The school leadership team consists of:-

Headteacher, Mrs McLaughlin

Acting Depute Headteacher, Mrs McFarlane

Acting Principal Teacher, Mr Farrington

The school has class teachers in P1-7, Support for Learning, P.E., Music, and French. We have a Support for Learning teacher for 2.5 days per week and also offer a Nurture Programme 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. This year they have gained their 6<sup>th</sup> Green Flag, which is a great achievement and a testament to all their hard work.

Antonine Primary School has also been awarded with a Digital Schools Award this year. Being validated against a list of criteria the school was recognised in the following statement from Digital schools Scotland:-

*"Antonine PS has a very forward looking attitude to learning and teaching, readily embracing all the opportunities on offer through digital technologies. The school team have fully embraced professional learning to ensure that they are well equipped to maintain sound progress in key curriculum areas.*

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 2020-2021

School Role: 212					Nursery Role: 46				
FME: 13% of the school role									
Pupil Equity Funding £30,662									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
<1%	2%	12%	6%	33%	13%	<1%	1%	29%	2%

\*<1% not known

## **Self-Evaluation**

This Standards & Quality Report is a snapshot of the work started in 2020-2021.

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.

## 2020-2021 Priorities

### Review of progress for 2020 - 21

#### Priority 1: Literacy

**Continue to promote a positive reading culture and engage more pupils in reading for pleasure. Using Reciprocal Reading Strategies to raise attainment in reading across all stages.**

#### NIF Priority

Improvement in Attainment

#### NIF Driver

School Improvement, teacher professionalism and assessment of children's progress

#### FC Priority

Raising attainment in Literacy and closing the poverty related attainment gap.

#### HGIOS4/HGIOELC QIs

1.2 Leadership of Learning  
1.3 Leadership of Change  
2.3 Learning, teaching and assessment  
3.2 Raising attainment ns 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

- All teaching staff worked alongside the Regional Improvement Collaborative Literacy Academy for further training and to be lead practitioners on Reciprocal Reading Strategies. These strategies have been used as part of Reading teaching to support and encourage our learners to use critical thinking skills in response to reading texts.
- P4 participated in an online workshop with illustrator Nick Sharratt and extended skills around examining the text for ideas and thoughts around illustrating their own stories and giving the reader visual clues.
- Literacy Dance events for P1-4 – pupils took part in online creative dance workshops linked to stories to develop storytelling, imagination and thinking skills.
- All classes, including the ELCC, have storytelling and reading sessions in class every week role-modelling reading skills and sharing a love of books.
- All classes participated in “live” online storytelling sessions during lockdown delivered by the Senior Leadership Team.
- All families have access to Bug Club and Borrowbox offering the opportunity to access reading texts to share at home.
- Literacy week focused on developing core reading skills and encouraged fun tasks and activities to engage pupils and family learning. Character community book hunts, reading challenges, the masked reader as well as a fun Literacy assembly ensured learners and their families were engaged and involved.
- Reading Ambassadors – recognition of reading achievements celebrated weekly at online assemblies.
- We celebrated World Book Day with a focus on reading skills and activities centred around learning about characters.
- We linked with Falkirk Librarians, Yvonne Manning and Maggie Burns to support resource development ensuring appropriate and relevant texts were available for pupils.

- Resources were sought to ensure that identity, individuality and diversity are celebrated through books.
- A specific programme of reading books was purchased for support for learning to ensure learners are supported with appropriate resources to meet their needs.
- In Antonine ELC group time daily focused on literacy based activities with storytelling sessions, daily rhymes, delivering “The Very Hungry Caterpillar” transition programme, exploring helicopter stories and celebrating “Book of the Moment”.
- Antonine ELC staff used SaLT CHAT assessments to track pupil key words, they planned for literacy interventions using nursery narrative and attended literacy training in re-telling stories and rhyme repetition. Introductory and refresher training was delivered in Makaton from SaLT.
- During lockdown, ELC shared stories “live” online as well as planned and shared Family Learning packs.
- Appropriate new resources were sought to support the on-going interest of the ELC pupils in stories. They now have a prop box, nursery rhyme spoons, story stones and share peer stories at the story tree.
- P6 pupils filmed storytelling sessions which were shared virtually with to ELC pupils. Our commitment to developing reading culture, with Covid restrictions, meant a creative approach was needed.
- Targeted support provided by PEF funded SFLA and other SFLA staff in school.
- On-going support and one to one intervention for targeted pupils from Speech and Language Therapy.

## **Impact**

- As part of the “Reading Accreditation” scheme with the Scottish Book Trust we gained Bronze accreditation and are now working towards achieving silver level. Evidence collected showed a higher level of pupil engagement in reading for pleasure and staff who felt more confident in planning and delivering lessons around reading strategies.
- 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 pupils are responding positively to this specific support with raised attainment in literacy.
- Data shows that all stages P1-P7 made positive progress in increasing reading attainment data in June 2021 and this continues to improve.
- 78% of pupils are working at or ahead of their expected level – this has increased significantly since March 2021 and continues to rise as we settle back into the normal routines of school.
- At Antonine ELC pupils are actively engaged during storytime. They show enthusiasm and positivity for joining in and talking about stories and rhymes. Interest in literacy focused areas and activities in ELC has grown and greater numbers of pupils are engaging with these areas.

## **Next Steps**

### **Reading**

- Further embed the reading culture in school and ELCC.
- Further develop reading for pleasure and continue to celebrate reading achievements.

- Embed Reciprocal Reading strategies as a tool for raise attainment in reading as part of everyday practice in classrooms.
- Work towards “Reading Schools Accreditation” at Silver level.

### **Writing**

- A focus on raising attainment in writing.
- Begin a year-long training programme in Talk4Writing. This includes in-house training sessions, consultation days, role-model teaching for staff and support for pupils.
- There will be a focus on basic skills and ensuring a progression of learning in Spelling and Grammar at all stages.
- In ELC - looking at developing mark making across areas and activities and supporting early literacy writing skills.

## Review of progress for 2020 -21

### Priority 2: Numeracy

#### Adopting a play based approach and embedding active learning strategies in numeracy and maths lessons.

##### NIF Priority

Improvement in attainment

##### NIF Driver

School Improvement, teacher professionalism and assessment of children's progress

##### FC Priority

Raising Attainment in Numeracy and closing the poverty related attainment gap.

##### HGIOS4/HGIOELC QIs

1.2 Leadership of Learning  
1.3 Leadership of Change  
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?)

### Progress & Impact

- Concrete numeracy and maths materials and resources identified and bought for every stage. We call these our class maths kits.
- Maths focus week was planned and delivered with key themes focused on each day.
- Staff engaged with Falkirk Council Numeracy blether sessions and shared good practice.
- Sharing good practice within school – staff shared training and good practice online with colleagues.
- A new resource to ensure progression in teaching within Mental Maths was introduced and now used at every stage.
- The maths working group created a policy detailing what Maths should look like at Antonine to support consistency at every stage.
- All staff know and understand the pedagogical foundations of the “What Maths looks like at Antonine” policy and this year have embedded the new structure of Maths teaching.
- Clear planning & assessment approaches across the school and for the first year the new Antonine Numeracy assessments have supported the tracking of pupil attainment.
- Links with the RIC Numeracy academy and colleagues across the cluster gave staff access to training and opportunities to learn collaboratively.
- Numeracy and Maths successes are celebrated. Certificates and lanyards (marvellous mathematics) are used for positive praise.
- Every class has 20 minutes of daily mental maths.
- Resources were sourced to make maths more practical and fun. Pupils asked for more games.



- Subscriptions to Education City and Heinemann Active maths allowed pupil's access to online maths support during lockdown and more access to digital games online.
- Providing high quality numeracy and maths experiences in play based learning was a priority. PEF was used to purchase play equipment linked to numeracy –measure
- Pressure Points Assessment tools used at key stages to identify gaps in learning.
- Having a choice of resources to draw from to give pupils a more rounded experience was key rather than following one set resource.
- In Antonine ELC a resource audit was carried out. New resources were sourced to support early numeracy and maths development including loose parts, natural materials and for provocations.
- Staff ensured that they were making number more visible in the ELC environment.
- Daily rhyme time supported pupil understanding of number and encouraged pupil participation.
- Family learning was supported with maths home link bags – recipes, play doh, shape and colour were the focus.
- In ELC cooking & baking are central to group activities to involve pupils in learning about measure, time and weight.

## **Evidence**

- 76% of pupils are working at or ahead of their expected level. Impact of remote learning/lockdown is evident however with consistent, sustained strategies in place attainment is increasing again. Pupils are accessing practical maths and daily mental maths strategies and games to support their confidence in maths agility and knowledge.
- Staff have worked to develop a positive ethos towards Maths throughout the school by celebrating Maths and embedding games/practical activities as part of learning and teaching. This is evident in pupil work, assemblies, certificates and wall displays. Pupil feedback also represents the learner's views.
- Specific resources have been resourced to improve the range of concrete materials accessible within the school by creating kit boxes for every class and stage including ELCC. These are in use in rooms as part of maths every day.
- Attainment tracking meetings throughout the year allowed staff to identify target pupils for support and more challenge for pupils who need this.
- Staff feedback shared that a clearer expectation for Numeracy and Maths supported learning and teaching.
- Visual timetables display range of numeracy and maths activities for pupils to choose from. Discussing daily routine, first, second, before after are embedded in daily discussions.

- In ELC staff discussion based on looking at the tracking sheets allow staff to identifying gaps in experiences and the curriculum.

### **Next steps**

- Refresh and re-visit “What maths looks like at Antonine” for returning and new staff.
- Through monitoring and evaluation ensure pedagogy, pace & challenge and resources are used appropriately for all learners.
- Embed all of this year’s work and monitor attainment going forward.

## Review of progress for 2020 -21

### Priority 3: Health & Well-Being

#### A holistic approach to health & well-being – planning a recovery plan following lockdown.

##### NIF Priority

Improvement in children and young people's health & well-being

##### NIF Driver

School Improvement, assessment of children's progress

##### FC Priority

"Getting It Right For Every Child"  
"Positive Relationships Within Falkirk's Educational Establishments"

##### HGIOS4/HGIOELC QIs

3.1 Improving 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?)

### Progress & Impact

- A weekly online assembly programme allowed for a planned approach with a focus on health & well-being and the school values.
- A progressive Health & Well-Being overview has been developed in line with Scottish Government guidance linked to the well-being indicators and Curriculum for Excellence.
- Pupils were surveyed and the results shaped and devised a Health & Well-Being recovery programme in response to pupils returning to school from lockdown.
- The Rights Respecting Schools journey was integral to assemblies and a monthly focus meant pupils were gradually introduced to the articles. Rights Ambassadors were identified for every class,
- School and ELC staff participated in "Place 2 Be" Mental Health awareness training and used this as a basis for the recovery programme.
- The Acting DHT participated in "Drawing Therapy Training" as a resource to support pupils and families.
- Health focus week encouraged all classes and ELC to focus on relationships and Anti-Bullying Ambassadors. Linked to Rights Respecting Schools and Storytelling a focus week of "Express Yourself" was delivered.
- Nurture groups supported targeted pupils in being ready to learn and developing awareness of emotions.
- Anti-Bullying ambassadors were established with a representative from each class. Pupils undertook training sessions to support their understanding of the role.
- Pupil Wellbeing was planned as part of the curriculum and on-going monitoring of this was supported in tracking meetings with SLT.
- Every pupil had a daily check in with their teacher – this was made restriction safe this year.
- During lockdown all pupils had the opportunity to have two weekly "live" check ins with their teacher. Additional contact was also made with vulnerable families and families not engaging with online learning.
- The Health & Well-being working group devised a H & WB progressive planner in line with CfE and Ed Scotland to ensure consistency and progression for H7WB across curricular areas.

- Staff and pupils embedding the Antonine Positive Behaviour Policy and used restorative language supported by the Antonine ladder to encourage pupils to behave well.
- Charters – a school and playground charter was developed and used as part of assemblies and to develop school ethos. Every class also devised their own class charter which was pupil led.
- Assemblies – pupil achievements in and out of school were celebrated weekly at assembly.
- Pupils designed their own values and celebration certificates for assembly.
- All staff have question lanyards with positive statements and discussion prompts for supporting pupils.
- The outdoor area of school has continued to be developed. New playground equipment has been purchased following discussions with pupils. An adventure trail has been added to the area with fundraising and support from the community and the Parent Council. The gardening zone has been developed to support Outdoor Learning/ECO and Nurture groups.
- In Antonine ELC pupils and families gave effective feedback using “What matters to me”. With restrictions in place parental participation was supported by daily tweets, home learning bags, QR code questionnaires, electronic observations and effective regular communication.
- During lockdown every staff member in school and ELC phoned families to check in on them.
- In ELC a focus on developing more nurturing spaces and adding more sensory resources was a priority.

- **Evidence**

- Tracking using the Antonine “Well-Being Pyramid” is used to monitor all pupil’s health & well-being. Planned discussions with ELC staff and school staff allowed pupil tracking to support mental health and provide interventions.
- Parental feedback was very positive about pupils settling into the routine quickly again after self-isolation periods and lockdown. This was attributed to the fact that a focus on nurture and mental health was in place.
- Rights Respecting Schools feedback
- What matters to me – during house meetings pupils gave positive feedback to show that they acknowledged they had a strong voice at Antonine and that they felt listened to.
- Teachers noted that pupils were on task and ready to learn in lessons.

### **Next Steps**

- Continue to track pupil health & well-being throughout the year.
- Continue to develop nurture and provide nurturing sessions as part of the Support for Learning programme.
- Re-visit attendance monitoring and engage with families to support better attendance.
- Continue to work with Rights Respecting Schools to achieve Silver Level and promote pupil understanding around their rights.
- Embed the philosophy around Anti-Bullying Ambassadors and the Antonine Anti-Bullying policy.
- Monitor and evaluate the Antonine Health & Well-Being teaching overview.

## Key priorities for School Improvement Planning 2021 -2022

### **Priority 1 – Literacy**

#### Writing

- Plan for 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.

Reading Schools – Silver award

### **Priority 2 – Learning for Sustainability and IDL**

- Outdoor education programme planned and implemented
- Looking at new Learning for Sustainability planners – linking these with IDL and bundling Es and Os for effective cross-curricular approaches.

### **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.
- Re-visit differentiation in classrooms.

### **Priority 4 – Digital Literacy/Connected Falkirk Council**

- Staff and pupils accessing “Connected Falkirk” training sessions
- Applying for the “Cyber Resilience Award” from Digital Schools Scotland

### **Teacher Leadership 2021-2022**

#### Staff leading initiatives in:

- 1 + 2 Languages
- Learning for Sustainability
- Digital Learning
- Outdoor Learning
- Nurture
- ECO
- Gardening Club

### **Pupil Involvement 2021-2022**

- 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.

### **Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs**

<b>QI</b>	<b>School/Setting SE</b>	<b>HMIE (if inspected in current academic session)</b>	<b>Care Inspectorate gradings (if inspected in current academic session)</b>
<b>1.3 Leadership of Change</b>	<b>5 – very good</b>		<b>5 – very good</b>
<b>2.3 Learning, Teaching &amp; Assessment</b>	<b>4 - good</b>		<b>5 – very good</b>
<b>3.1 Ensuring Wellbeing, Equality &amp; Inclusion</b>	<b>5 – very good</b>		<b>5 – very good</b>
<b>3.2 Raising Attainment &amp; Achievement</b>	<b>4 - good</b>		<b>5 – very good</b>