



Falkirk Council

Children's Services



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



Standards and Quality Report

2022 - 2023



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 2022/23.

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 2022 - June 2023, and outlines priorities for session 2023/24.

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, 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 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 – 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 programme "Restorative Approaches at Antonine PS" and throughout the year at assemblies and house meetings in class.





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 2022-2023									
School Role: 205					Nursery Role: 48				
FME: 22% 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 work started in 2022-2023.

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.

2022-2023 Priorities

Review of progress for 2022- 23

Priority 1:

Literacy - Writing

- Embed Talk 4 Writing processes and strategies to support overall increased attainment in writing.
- Embed Antonine PS Grammar overview to support effective knowledge or writing standards.
- Increased staff confidence in the teaching of writing at all levels.
- Increased pupil confidence in discussing their learning journey and writing progress.
- Introduce a spelling and handwriting overview to support pace and challenge for all pupils.
- Targeted interventions for writing with support from Support for Learning teacher and Support for Learning assistants.

Literacy – Reading

- Embed the use of Antonine Primary's Reading spine to support effective knowledge of reading genres.
- Continue to embed reading strategies and supports in line with Reading Schools Scotland silver award.

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

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 & Evidence

- All staff have further embedded reading approaches and initiatives introduced across the school last session.
- Enjoyment of reading continues to be promoted through weekly class visits to Antonine's Reading Forest, the use of TREE to support regular reading sessions in class and establishing Forest Rangers – pupil reading ambassadors.
- Reading Ambassadors were celebrated every week at assembly, highlighting an increase of 33% learners being awarded from last session.
- 15% increase in the number of families engaging with family reading initiatives this session, Family Reading Quiz and Caught Reading in a Strange Place.

- Reading Schools identified Antonine Primary as being an example of highly effective practice and requested permission to be featured on their website. The “Reading Committee” created a short video to accompany this.
- World Book Day – a whole school focus on reading genres. All children had the opportunity to create story character pebbles. As part of this day, children were encouraged to take a photo of themselves and their family reading a book in a strange place. Children also took part in discussions about selecting a book to showcase on their classroom doors – sharing some of their favourite books this year to the rest of the school.

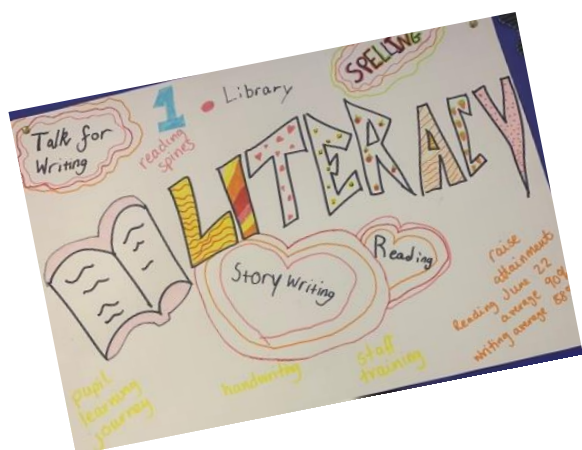
You Retweeted
Miss Stevenson and Primary 3 @Anto_P3S · Mar 7
 Primary 3 enjoyed their visit to Bonnybridge Library. They found out what a Librarian does and then got to practise being a librarian. After they enjoyed exploring all the interesting books. #antodyw @LibFalkirk



Miss Stevenson and Primary 3 @Anto_P3S · Mar 2
 Look at all the super character stones Primary 3 made to celebrate World Book Day #anto



- Bonnybridge library – all classes engaged with the local library for class workshops and reading sessions.
- 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.
- Targeted support provided by PEF funded SFLA and other SFLA staff in school supporting writing lessons and writing skills.
- Family engagement – Hide and Tweet. Families found books hidden within the local community and re-hid them after sending a tweet to the school.
- A family book quiz – families were given clues that had to be unscrambled to solve the mystery quote which was “Reading is dreaming with eyes wide open”. Families who completed the challenge received a certificate and celebrated at assembly.
- Reading approaches and initiatives – recommend a read on-going and classes use reading polls to record pupil’s reading choices and identify new reading experiences.
- All children had access to live authors, sharing and celebrating books and stories. P5-7 classes also had access to Live Illustrators to support their understanding of the writing process.



- Attainment tracking shows that Reading progress for the targeted classes have increased with more children on track to achieving a level than previously.
- Effective, planned training sessions and clear communication have supported staff to trial new initiatives and as a result staff confidence in the delivery of Literacy across all areas has increased.

	Staff Confidence Pre-interventions	Staff Confidence Post Interventions
Writing	62%	88%
Handwriting	50%	88%
Spelling	54%	78%
Reading	75%	88%

Writing Progress, Impact & Evidence

- All teaching staff have participated in further CPD training sessions around the Talk 4 Writing processes.



Mrs Casey Anto PS @missrossantops · Jan 30
House Captains shared their new initiative at assembly today. Spelling Sheriffs are back, new and improved! #antoliteracy



- A progressive Grammar plan has been delivered this year alongside Talk 4 Writing lessons to support children's progress in literacy.
- A Talk for Writing Framework Overview was developed to further support class teachers with the delivery of the teaching of writing and to ensure children have a range of writing opportunities across all stages. This is a key planning document which highlights the key texts and writing focus for all classes, and ensures breadth and progression of writing skills development across the whole school.
- During Learning Conversations between learners and Senior Management Team, learners highlighted the need for more constructive feedback with respect to writing. This led to the improvement group reintroducing a consistent marking code for staff to implement at each level throughout the school and developing.
- Everytime Checklists were created to encourage learners to develop independence and self-check skills when engaging in any written task.

My Always Checklist

C		Hand icon		Cat icon		Bee icon		Yellow dot icon			
S	P	T	S	P	T	S	P	T	S	P	T

- Staff questionnaires and whole staff engagement in self-evaluation highlighted handwriting and spelling as being key areas for development. This session the Improvement Group moderated the current approaches to the planning of spelling and handwriting and found that this varied significantly across the school. Staff questionnaires further confirmed handwriting and spelling as curricular areas where staff felt less confident in planning and felt their knowledge of strategies and approaches could be improved.
- Antonine's Handwriting Policy has been developed, a document which details the rationale behind teaching handwriting, preparation for handwriting, a planner detailing skills progression and the focus of assessment. This policy has been shared across the school and will be implemented by all next session.
- Spelling - the Improvement Group researched various approaches other schools have adopted. A decision was made that Wraparound Spelling is an approach which would complement current literacy developments at Antonine, such as Word Aware and Colourful Semantics. A draft programme has been developed by the Improvement Group and will be introduced to the whole school through staff CPD next session. This will then be piloted and evaluated at the end of next session.
- Antonine's House Captains worked alongside the Improvement group to redevelop Antonine's Spelling Sheriffs, a whole school initiative which promotes learners self-checking skills and celebrates success in spelling.



- Attainment tracking shows that writing progress for the targeted classes have increased with more children on track to achieving a level.

Next Steps

Reading

- Complete action plan for gold status with Reading Schools Scotland.
- Continue to embed and further develop all established reading initiatives.
- Promote reading for enjoyment in the wider community through community partnerships and links with local businesses – “Read while you wait”.
- Develop an intergenerational reading project with Wheatlands Care Home.

Writing

- Finalise and implement new whole school wrap around approach to Spelling.
- Develop a Spelling Progression Planner to ensure pace and challenge.
- Combine, reading and writing policies into one document – “What Literacy looks like at Antonine Primary School”.

Review of progress for 2022- 23

Priority 2:

Developing the Young Workforce

Increase pupil awareness of the opportunities available to them in the working world.

Share career pathways.

Link learning and teaching to work related activities.

Develop pupil awareness of employability skills.

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

FC Priority

- Raising attainment in Literacy and Numeracy 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

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?)

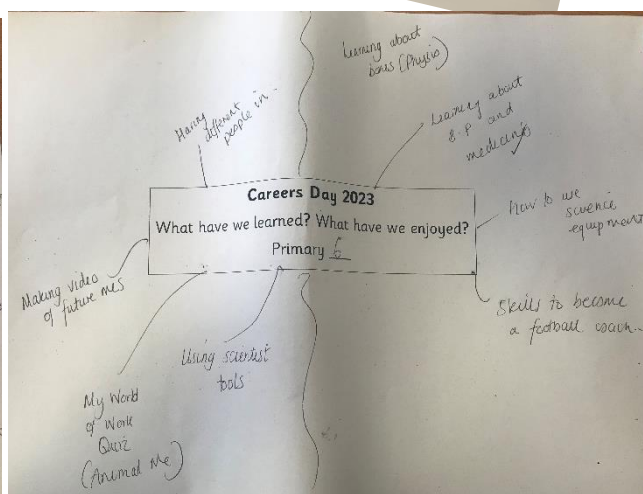
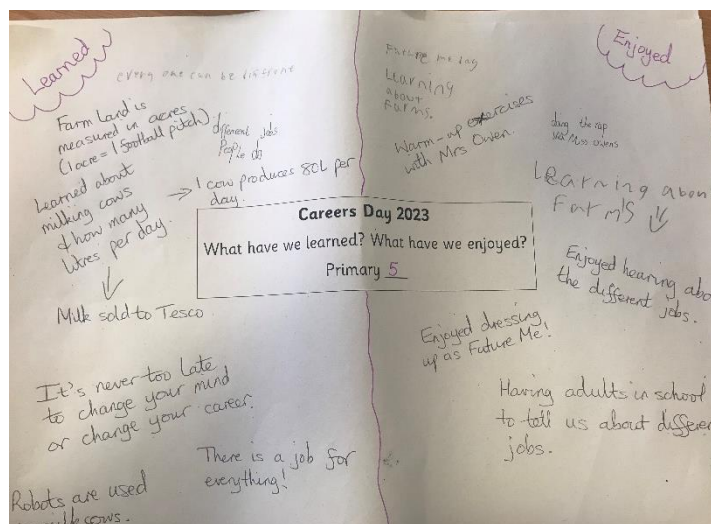
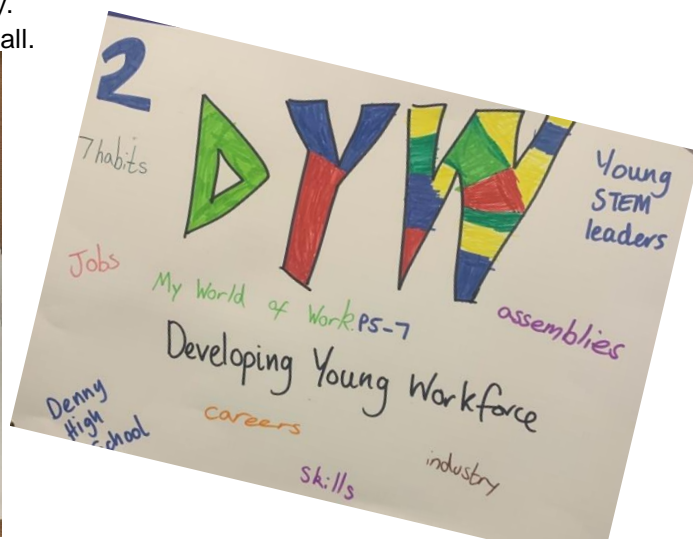
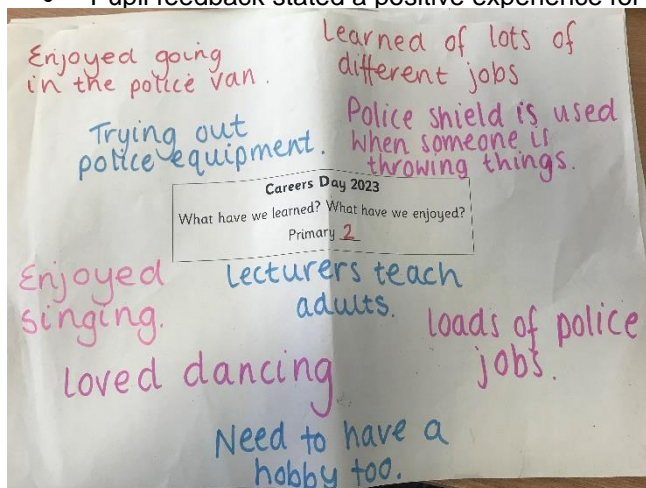
Progress, Impact & Evidence

- Career Day – a focus on careers took the shape of “Future Me” day where pupils were encouraged to dress as a vocation and staff chose to dress as something they would if they didn't work at Antonine. Almost all children and staff took part sharing discussions about their chosen vocation which was celebrated at assembly.



- My World of Work accounts for all P5-P7 pupils – pupils have created accounts with My World of Work and completed the online tasks linked to identifying their skills development. This will continue to be used for all P5-7 pupils every year as part of “Developing the Young Workforce” curriculum. Pupil feedback was positive with almost all pupils completing the online quiz.
- Leader in Me has been used as part of the assembly programme this year with P3-7. All children have been part of stories, songs and skills-based activities to help develop their strategies to be a better learner and looking at Covey's 7 habits. This will be further embedded next year.
- Local businesses and partner agencies worked alongside classes to share information on the working world.

- Parents/Carers volunteered to share their learning journey to their career and what their career involves in a series of visits.
- The Wow Squad programme within school continue develop with school staff working alongside targeted pupils sharing responsibilities in a nurturing way.
- Pupil feedback stated a positive experience for all.



Next Steps

- 2 year cycle for a career fayre and parental involvement in sharing positive destinations.
- Skills development linked to curricular area to be worked on as a cluster.
- Continue to work on pupil awareness of Leader in Me skills.
- Continue to develop the "Wow" squad.

DYW
Developing the Young Workforce



Review of progress for 2022- 23

Priority 3:

Assessment & Differentiation

Identifying the key concepts of what makes “A good lesson” across all areas of the curriculum.
Refreshed knowledge of good practice around Assessment is for Learning strategies.
Increased pupil voice in discussing attainment progress and next steps.

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
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4. assessment of children's progress
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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? No

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

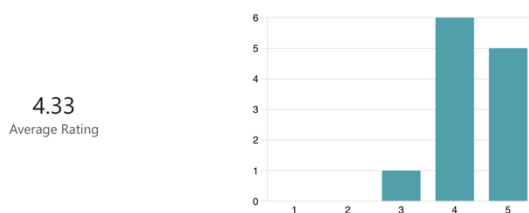
Progress, Impact & Evidence

- Development of “What makes a good lesson” poster for all staff to use. Key discussions looking at elements of planning, target sharing and evaluating the learning with children helped collate ideas and the poster gives staff a guideline to the non-negotiables that should be included in every lesson for the learners. Staff feedback shows an increased confidence and use in classrooms.

8. Learning Intentions and Success Criteria (0 point)

How confident are you in using these daily to support the children's learning experience?

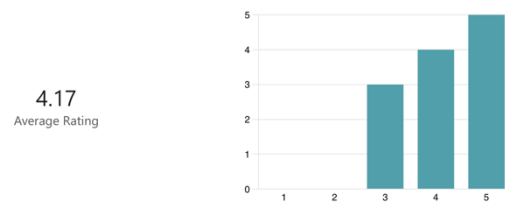
[More Details](#) [Insights](#)



2. Experiences and Outcomes (0 point)

How confident are you in using these as part of your daily teaching and learning experience?

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

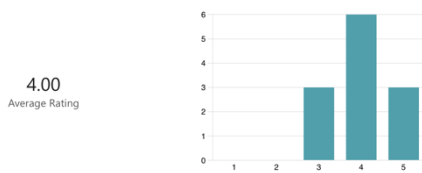


- All staff participated in Assessment & Moderation training series from Education Scotland, looking at the moderation cycle.
- Further training linked to the use of the Falkirk Council Attainment tracker was delivered by Kimberly Robinson. Staff use the tracker to track pupil progress and use for attainment discussion with the Senior Leadership Team 4 times a year and have ownership of this.
- Staff took part in sessions looking at Assessment is for Learning strategies to support effective learning progress and as a result the development of an AIFL toolkit for staff was created to use with learning and teaching.
- Dept meetings 5 times a year – moderation and discussing curricular progress to ensure pace and challenge. Staff feedback is that these opportunities are supportive to the pace and development of the curriculum and allow further opportunities for moderation between stages.
- Home files have been used for two years now and are embedded in school practice.

- Parent feedback highlights the success of home files and the opportunity to share learning progress at home. A refreshed feedback sheet will be shared with families for the coming school year.
- Learner involvement in co-creating targets and discussion of the curriculum has increased.

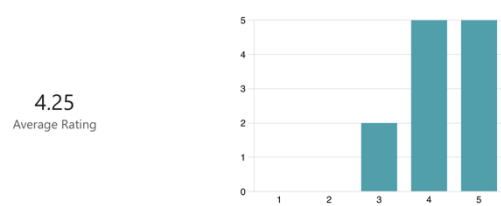
3. Learner Involvement
How confident are you in planning for learner involvement at all stages of the learning and teaching experience? (0 point)

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



7. Differentiation
How confident are you in ensuring differentiation for all learners within your class? (0 point)

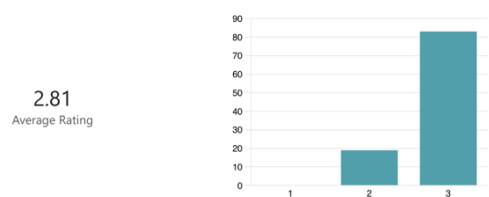
[More Details](#) [Insights](#)



- Staff feedback shows an increased confidence in planning for differentiation.
- Pupil Feedback shows most children have a good understanding of the progress they are making in their work.

14. Staff help me to understand how I am progressing in my school work. (0 point)

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

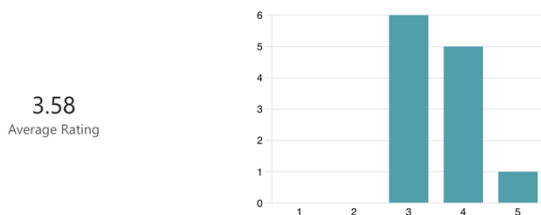


Next Steps

- Develop an assessment framework as a guideline for all staff and link to Falkirk Council's assessment guidelines.
- Develop an updated assessment policy to share with families. Parental feedback showed that families want more information on how we assess and what we use for these assessments. One family asked for further information on the Curriculum for Excellence levels which will be included in the updated policy and shared with families in the new school year.
- In response to staff feedback, further sessions to develop staff confidence and understanding of the moderation cycle and using a range of feedback methods to support children's progress.

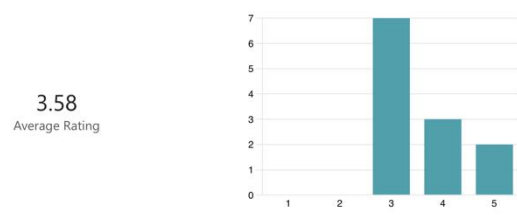
6. The Moderation Cycle
How confident are you in using the moderation cycle to impact on your learning and teaching experience? (0 point)

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



9. Feedback
Do you offer pupils a range of feedback and can you evidence this and the impact on children's learning? (0 point)

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



- Staff CPD sessions will be planned for staff to engage in reading and research around developing attitudes, skills and habits to improve both the teacher and learner experience in the classroom.
- Home files to be updated and feedback sheets refreshed for the coming year.

department work
quality feedback Ideas
learning feedback pupils
pupils learning differentiation evidence work needs
assessment strategies different ways meaningful feedback individual support

needs done with regards
play feedback to pupils learning - use
range of feedback

Dream, Believe, Achieve

Antonie Primary School
What a Good Lesson Looks Like....



Planning	Meeting Learner's Needs	Learning Experiences
<ul style="list-style-type: none"> • Is responsive, progressive and has depth • Learning and Success criteria co-created • Pupil voice evident – personalization • Cross curricular links evidenced • Using the pathways, experiences and outcomes to develop next steps • Totality/breadth of the curriculum • Differentiation built in • Opportunities for moderation 	<ul style="list-style-type: none"> • High expectations and aspirations for all • Differentiation, pace and challenge • Pupil voice • Sharpening and evaluating next steps – pace and challenge • Appropriately resourced • Using SFLA support effectively • Learning styles considered • Home file/letter expectations • Self-reflection planned into the day 	<ul style="list-style-type: none"> • Based on GIRFEC principles and linked to RRS • Engaging & active • Play based • Collaborative • Outdoor • Digital approaches • Child led • Highly engaging • Real life learning
Assessment & Attainment	Skills Development	Visible Learning
<ul style="list-style-type: none"> • Summative and formative assessment used • Track & monitor regularly • Use of data • Progress points • Benchmarks • Formative and summative assessment • On going and responsive • Variety of assessment approaches • AEL strategies used in lessons 	<ul style="list-style-type: none"> • Learner journeys • Developing the Young Workforce • Skills for life, learning and work • Pupil leadership opportunities • Themed approaches 	<ul style="list-style-type: none"> • Child led displays • Engaged, on task pupils • Variety of teaching resources • Independent learners • Self-peer evaluation • Effective feedback • Confidence in their ability and next steps • Responsive conversations/positive behavior support



Enable our learners to become

Successful Learners

Effective Contributors

Confident Individuals

Responsible Citizens

Review of progress for 2022 -23

Priority 4: STEM

NIF Priority

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

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

FC Priority

- Ensuring the needs of all learners are met.

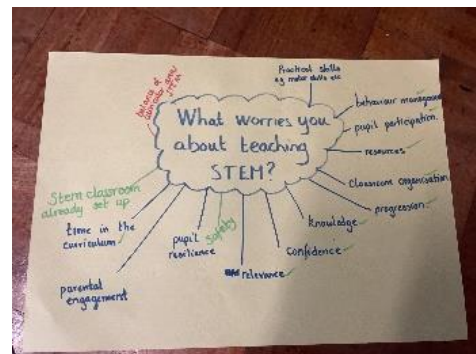
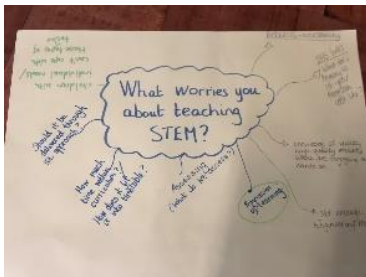
HGIOS4/HGIOELC QIs

- 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 & Evidence



1.STEM is now a core focus in teaching and learning at Antonine

- **STEM learning has been linked to the existing Health and Wellbeing overview.**
Impact - This will ensure relevance and more cohesive planning and help embed STEM at Antonine. Staff feedback has been positive regarding this and pupils will experience greater depth and breadth of learning.

anonymous

Clearer focus and more streamlined approach to planning.
- **A science overview grid has been created to ensure breadth and depth of learning in Science across each level.**
Impact - A progressive, detailed rolling programme now exists to offer guidance, which will ensure all Experiences and Outcomes are covered over the course of a level. This will help planning and ensure pupils experience a variety of Science at Antonine.

- A list of **all** 10 topics to choose fr... 4
- A specific list of topics to compl... 5

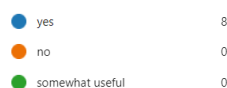


- **Curriculum Maps have been created for Science, Social Studies and Learning for Sustainability themes.**

Impact - This will allow staff to plan cross curricular lessons with greater ease and effectiveness. Learning will be rich and engaging for pupils.

I think the Curriculum Maps for Science, Learning for Sustainability and Social Studies are useful in supporting IDL planning.

[More Details](#)



7 anonymous

The maps allow us to draw direct links between E's and O's that are appropriate to each learning theme in a concise and clear way.

- **An IDL overview grid has been created to incorporate Learning for Sustainability, Social Studies and Science.**

Impact - This will allow staff to track areas of the curriculum when planning and highlight any gaps. It will improve transition planning to the next stage as teachers can see at a glance which Es and Os have/haven't been covered. Staff feedback is very positive regarding this grid. This will ensure pupils experience breadth and depth in learning.

anonymous

The grid gives a clear structure to help shape yearly planning and facilitate effective time management to ensure that learning themes are covered in appropriate breadth and depth.

- **Themed folders have been created for each area – Social Studies, Learning for Sustainability and Science – which contain planners and STEM activities from practical sessions this year.**

Impact - This will allow staff to plan more effectively and ensure STEM training is embedded in practice this year, providing richer STEM experiences for pupils.

Staff feedback May 2023:

1	anonymous	Useful to be handed over to next teacher as part of transition.
2	anonymous	Will support staff with annual overview and make cross curricular links easier.
3	anonymous	I think the planner looks very straight forward to use and will also help with yearly planning from the beginning of the year. I also like that it specifies how many of each are we are expected to complete.
4	anonymous	Clearer focus and more streamlined approach to planning.
5	anonymous	Clear and easy to follow, use and pass on at transition
6	anonymous	It looks very clear and easy to use - I think it will really help with yearly planning overviews and gaps in learning coverage
7	anonymous	The grid gives a clear structure to help shape yearly planning and facilitate effective time management to ensure that learning themes are covered in appropriate breadth and depth.
8	anonymous	I think it will be helpful to see what Theme and topics have been covered by the class and allow us to keep track.

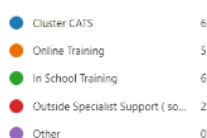
2. Staff feel more confident planning and delivering STEM learning

- **Two members of staff are now STEM Champions following SSERC training. They have shared a variety of practical activities and lesson ideas throughout the year.**

Impact - Staff are now better trained and able to provide richer learning experiences for pupils.

2. I have found the following useful in helping improve my confidence: (0 point)

[More Details](#)



anonymous	Attending practical workshops has provided excellent activity ideas that I have been confident to share with the class as well as providing resources and websites to find more ideas.
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Resources have been audited and organised. Resources have been organised to support practical sessions.

Impact - Staff now have a variety of resources to enhance teaching and learning experiences. Pupils will benefit from practical, hands-on learning.

anonymous

I feel more confident about planning for STEM based activities and the skills children can learn. The practical training this year has been great and I've enjoyed using some of these ideas in my own classroom with my pupils.

- **Cluster events** have provided opportunities for collegiate discussions to share STEM activities and ideas.

Impact - This has helped reassure staff and further build confidence.

anonymous

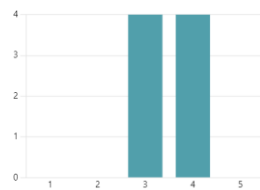
good discussion with other teachers at STEM inservice. Also I have found being on the STEM RACI group and discussing planning, etc has been helpful.

- **Staff feel more confident teaching Science and Mathematics.** More work needs to be done around planning for Technologies and Engineering.

Please rate your confidence planning and teaching (1 = not confident, 5 = extremely confident) (0 point)
Science

[More Details](#)

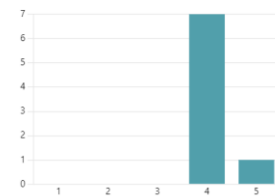
3.50
Average Rating



Please rate your confidence planning and teaching (1 = not confident, 5 = extremely confident) (0 point)
Mathematics

[More Details](#)

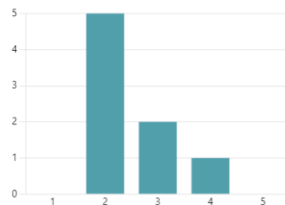
4.13
Average Rating



11. Please rate your confidence planning and teaching (1 = not confident, 5 = extremely confident) (0 point)
Engineering

[More Details](#)

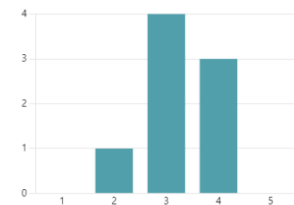
2.50
Average Rating



10. Please rate your confidence planning and teaching (1 = not confident, 5 = extremely confident) (0 point)
Technologies

[More Details](#)

3.25
Average Rating



2

anonymous

I feel much more confident in my teaching and the experiences the pupils have had due to the training and support available in school.

3. Pupils at Antonine have an increased understanding of what STEM is.

STEM learning has been embedded in teaching and learning at all stages. Outside specialists have provided STEM workshops for pupils. A weekly STEM club has allowed pupils to further develop particular interests in STEM.



Impact - Pupils have experienced valuable learning experiences. Pupils speak highly of these experiences. Pupils have learnt a great deal in Science, Technologies, Engineering and Mathematics

- 90 % of pupils surveyed enjoyed STEM before attending the club
- 100 % enjoyed STEM after attending STEM club

Pupils surveyed revealed they had learnt

- How to make crystals
- About chemical reactions
- How to make a volcano
- 93% of pupils now know what STEM learning is
- 93% of pupils surveyed have enjoyed STEM learning

2. I know what STEM is;

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

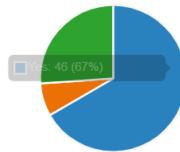
Yes	47
No	5
I have some idea	17



12. I have enjoyed STEM activities;

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

Yes	46
No	5
Somewhat enjoyed	18



13. I would like to learn more in, you can choose more than 1 option;

[More Details](#)

Science	42
Technologies	36
Engineering	38
Maths	16



Pupils surveyed stated they had learnt:

Waterproof materials glass and balloon water droplets Making bubbles
 Coke and mentos Water experiment Bug hotels stuff is water
 materials with water **waterproof** science different materials
 Iceberg experiment owl pellets water proof science Centre
 waterproof or not Magnifying balloon Glasgow science
 Water prof

4. There is an increased understanding amongst families about STEM learning and its importance.

- School improvement plan shared at the beginning of the year
- Twitter feeds used to share information #antostem
- Families have been invited to a STEM Open Afternoon
- Opportunity to feedback and inform next steps

Impact – this has meant that parents are supportive of our STEM journey, know their views matter and can impact planning and realise the importance of STEM learning in preparing pupils for future careers.

Parental feedback regarding STEM has been very positive.

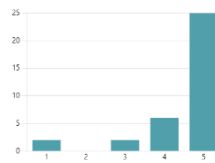
- 86% of parents/ carers found STEM open afternoon to be a valuable experience
- 71% strongly agree that STEM education is important
- 60% strongly agree that STEM learning will prepare them for future careers
- 89% of parents/ carers were aware of our STEM focus this year

4. We are interested in your views on STEM. Please tell us how much you agree with the following statements (1= strongly disagree 2 = disagree 3 = don't know/ can't say 4= agree 5= strongly agree). (0 point)

I think STEM education is important.

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

4.49
Average Rating

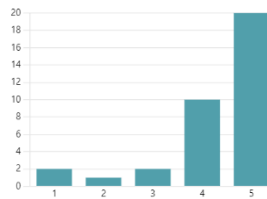


1	anonymous	Great event
2	anonymous	An excellent event to showcase work.
3	anonymous	Great afternoon
4	anonymous	Parents being allowed to participate was a great idea
5	anonymous	It's been lovely to attend this afternoon and see what the children have been experiencing with stem. Also amazing to see the classroom and school, hearing about it from my child's point of view.
6	anonymous	Excellent open afternoon to see the school and the wonderful projects
7	anonymous	It's really great to be involved in the classroom and get a chance to do this with the kids. If possible could some options be for after school for future dates to help with working parent commitments.
8	anonymous	It was so lovely to get the opportunity to be back in school again!

7. My child enjoys STEM education. (1= strongly disagree 2 = disagree 3 = don't know/ can't say 4= agree 5= strongly agree). (0 point)

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

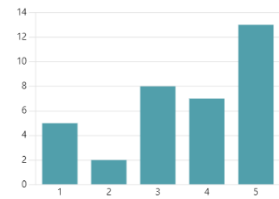
4.29
Average Rating



6. I believe gender stereotypes still exist for STEM related subjects and careers. (1= strongly disagree 2 = disagree 3 = don't know/ can't say 4= agree 5= strongly agree). (0 point)

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

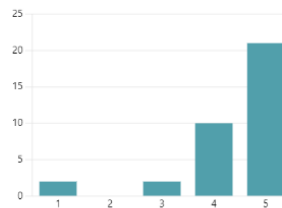
3.60
Average Rating



5. I think STEM subjects will help prepare my child for future careers. (1= strongly disagree 2 = disagree 3 = don't know/ can't say 4= agree 5= strongly agree). (0 point)

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

4.37
Average Rating



Next Steps –

- Trial IDL overview grid and STEM planning from this year – gather feedback to plan next steps.
- Continue to develop overview by including Technologies and Engineering themed learning.
- Focus on pupil leadership and link to RRS Gold Award through STEM Young Leader training in upper school.
- Focus on assessment of skills – utilise TAPS assessments as a means of assessing investigative and enquiry skills in Science.
- Explore links to STEM through play-based learning in the Early years and how to record these experiences.
- Develop a cluster skills framework, alongside colleagues, and link to on-going curricular development in Antonine.
- Continue to support the work of STEM through engagement with SSERC and partnerships with Glasgow Science Centre and Forth Valley College.

Key priorities for School Improvement Planning 2023 - 2024

Antonine Primary School

Priority 1 – Literacy

Reading

- Complete action plan for gold status with Reading Schools Scotland and share with school community.
- Continue to embed and further develop all established reading initiatives.
- Promote reading for enjoyment in the wider community through community partnerships and links with local businesses – “Read while you wait”.
- Develop an intergenerational reading project with Wheatlands Care Home.

Writing

- Finalise and implement new whole school approach to Spelling.
- Develop a Spelling Progression Overview to support pace at every level.

Priority 2 – STEM

- Continued cluster moderation around STEM and working on the cluster skills development grid.
- Continue curriculum work and developed of STEM planning systems.
- Develop Technologies and Engineering themed learning and link with current overviews.
- Introduce new pupil leadership opportunities and link to RRS Gold Award through STEM Young Leader training in upper school.
- Focus on assessment of skills – utilise TAPS assessments to sit alongside planning.
- STEM based play opportunities in Early Years.
- Further engagement with SSERC and partnerships with Glasgow Science Centre and Forth Valley College.

Priority 3 – Assessment & Differentiation

- Introduce an Antonine assessment framework for staff linked to Falkirk Council’s assessment guidelines.
- Update the assessment policy to share with families.
- Further staff training sessions linked to the moderation cycle and using feedback with pupils.
- Staff CPD - “Teaching Backwards” sessions on teacher practice
- Updated feedback sheets for the Home Files.

Priority 4 – Health & Well Being

- Fresh look at Health & Well-Being at Antonine in relation to ethos and well-being.
- Focus on training around Trauma and ACES for all staff.
- Working towards Gold Status for Rights Respecting Schools.
- Continuation of using “7 Habits for Healthy Children” alongside new “Decider” strategies through the school assembly programme.
- Highlighting and sharing “The Promise” with all staff.
- Reviewing and adopting Falkirk Council’s “Inclusion & Equity Framework” and new “Staged Intervention” guidance.

Teacher Leadership 2023-2024

Staff leading initiatives in:

STEM, SSERC Training, Nurture, ECO. Rights Respecting Schools. Anti-Bullying Ambassadors, Gardening Club, Choir, Sport, Play is the Way.

Pupil Involvement 2023-2024

New “Leading the Learning” groups will be established 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.

ELC Priority 1: Raise staff awareness of what the term 'pedagogy' is and explore different pedagogical approaches to enhance current practice within our ELC.

Summary of Impact

Staff have an increased understanding of the term pedagogy and what this means in relation to their practice.
Current pedagogical practice has improved following staff engagement in CPD opportunities which transfers to the planning of the playroom.
As a team, different approaches have been introduced to our provision to support different children's needs.

Challenges

High staff turnover has slowed the pace of progress.

Successes

Staff CPD and visiting other establishments was invaluable.
Froebelian based experiences are now embedded in daily practice (woodwork, sewing and helicopter stories).

Moving forwards

Continue to ensure all understand the term pedagogy and continue to sustain and embed practice that matters to our ELC Community and families.

ELC Priority Area 2: Further promote and embed family engagement as an integral part of our ELC continuous provision:

Summary of Impact

All parents have been offered various opportunities to attend events at ELC. All parents have attended at least one event this year.
Parental feedback received valuable in informing future events and encouraging further family involvement.

Challenges

Planning various events and being flexible for parents and families to attend. Volume of feedback.

Successes

Having all parents/carers get involved in at least one ELC event.
Building positive relationships with parents and families, having them visit and be involved in ELC.

Moving forwards

Continue embedding family events into our provision and involve parents' helpers on a regular basis.

ELC Priority Area 3: Develop a more holistic approach to current assessment and progress monitoring processes

Summary of Impact

Staff have found the new monitoring and tracking procedures realistic and valuable in supporting learners' progress.
Staff are able to see at a glance where every child is at in their learning and can provide the appropriate support and challenge as necessary.
Useful documents to provide P1 teachers with to ensure effective transition.

Challenges

A new approach to tracking and monitoring children's progress – a change in practice.
Ensuring effective and appropriate CPD opportunities to suit everyone.

Successes

Staff are now all aware of the new assessment and progression framework and using this confidently. Observations include all four components and are now written as if for the child.

Moving forwards

Staff will continue to use and embed the new assessment and progression framework and this will be reviewed. New staff will be supported in using the progression.

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 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	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very Good
3.2 Raising Attainment & Achievement	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	1.2 Play and Learning	5
3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	4
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