



Falkirk Council

Children's Services



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



Standards and Quality Report

2019 -2020



All About Antonine Primary School and ELCC

Having worked with staff, pupils, parents and our community partnerships throughout 2019-2020, we have developed a school vision statement, a set of aims and a set of values. 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.

Antonine Primary School is a non-denominational school with a roll of 256 across the ELCC and P1-P7. The school leadership team consists of:-

Headteacher, Mrs McLaughlin

Depute Headteacher, Miss Ross

Acting Principal Teacher, Mrs McFarlane.

The school has class teachers in P1-7, Support for Learning, P.E., Music, French and Art. 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 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 school St Joseph's.

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 5th Green Flag, which is a great achievement and a testament to all their hard work.

Session 2019-2020									
School Role: 221					Nursery Role: 46				
FME: 9% of the school role									
Pupil Equity Funding £37,800									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
<1%	<1%	45%	3%	12%	5%	0%	<1%	29%	2%

*<1% not known

Self-Evaluation

This Standards & Quality Report is a snapshot of the work started in 2019-2020. Due to lockdown following the outbreak of Covid-19 the ability to collect data on our progress was reduced. Work continued on developing the Health and Well-Being and Numeracy aspects of the School Improvement Plan throughout lockdown. This year we will be working towards finishing our initial aims and further developing the work that has been started.

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 attend school events from August 2019 to March 2020. Families and community members gave us feedback during the planned curriculum focus weeks and after parent's consultation evenings.

The voice of our pupils is also very important. Pupil views were sought through questionnaires and feedback from learning groups at the beginning of the year and in January 2020. We work alongside the pupils throughout the year at house meetings, pupil council meetings and feedback sessions.

2019-2020 Priorities

Review of progress for 2019 -20

Priority 1: Literacy

Developing a positive reading culture and engage more pupils in reading for pleasure. Using the Balanced System (working with Speech & Language Therapy) to ensure a well-balanced, consistent approach to talking and listening.

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?)

Talking & Listening

- Teachers have an increased knowledge and understanding of theory, strategies and resources to support the implementation of the different aspects of literacy to close the attainment gap.
- Ongoing training and support from Katie Clark, Speech and Language Therapist ensured consistency of approach across all classes.
- All teachers developed skills in planning and teaching programmes such as Oral to Written Narrative and Colourful Semantics.
- Pupils had increased opportunities to develop talking and listening skills.
- Our aim, by June 2020, was that 85% of pupils will achieve the expected level for listening and talking. In March 2020, 95% of pupils were working at the expected level or ahead.

Reading

- A new school library has been established and developed for every pupil to have access to books.
- Every class set up a dedicated area to store books to allow pupils access to "read for pleasure".
- Following "Literacy Week" 100% pupils considered reading to be important. 95% of pupils rated "Literacy Week" 5/5, 5% rated the week 4/5.
- One member of staff attended the Regional Improvement Collaborative Literacy Academy for further training and to be the lead practitioner on Reciprocal Reading Strategies.
- Author visits from Paul Bristow enhanced the focus on reading skills and excitement around reading.
- All classes, including the ELCC, have storytelling and reading sessions in class.
- Classes linked with Bonnybridge Library for a range of visits including local history sessions, WW2 workshops, storytelling events and Roald Dahl adventures.
- Upper primary pupils link with younger pupils as "Peer Tutors" to encourage and develop reading skills.

- In partnership with Katie Clark, Speech and Language Therapist, Word Aware, a programme designed to target the development of pupil's vocabulary us and knowledge has been fully embedded and now includes a Makaton Aware focus as well.
- A Literacy focus week showcased ongoing work and included an open afternoon for families to engage with their child's learning in Literacy. Pupil feedback told us that 90% enjoyed visitors coming into school during the open afternoon.
- We celebrated World Book Day with a focus on reading skills and activities.
- We hosted a Book Fair raising over £800 for our new library stock.
- We linked with lead Falkirk Librarian, Yvonne Manning and hosted a storytelling workshop for families.
- We opted into the pilot "Reading Accreditation" scheme with the Scottish Book Trust and met all the standards for a Bronze Level.
- Every staff member is an effective "Reading Role-Model" through sharing classroom door information displays. They share reading habits with pupils and current books being read.
- We were successfully awarded a grant of £8000 from the Scottish Library Improvement Fund and developed reading culture within the school as well as supporting the purchase of books and new library furniture.
- We were successful in being awarded a £500 grant from "Inspiring Classrooms". This was used to plan for an author visit and develop book boxes to enhance the reading culture.
- Our aim, by June 2020, was that 85% of pupils will achieve the expected level for reading. In March 2020 87% of pupils were working at the expected level or ahead.

Writing

- Following a "Talk 4 Writing" in-service training session teaching, staff began to trial the strategies from this approach. Staff reported to see significant improvements in pupil writing as a result.
- Our aim, by June 2020, was that 85% of pupils from P1 to P7 will achieve the expected level in writing. In March 2020 we had reached that goal of 85% of pupils working at the expected level or ahead.

Next Steps

Listening & Talking

- Through Quality Assurance the Leadership Team, will monitor effective, consistent approaches in talking and listening across all classes.
- Talking & Listening assessments will be used to monitor pupil tracking.

Reading

- Continue to develop the reading culture in school and ELCC.
- Further develop reading for pleasure and celebrate achievements.
- Extend and develop school reading resources.
- Begin to explore Reciprocal Reading strategies as a tool for raise attainment in reading.
- Source specific resources to support pupils who require additional support in reading.
- Work towards "Reading Schools Accreditation" at Silver level.

Writing

- The next stage of the plan was to begin a year-long training programme in Talk4Writing. This is now not possible due to the current circumstances. To ensure that training in this area is as effective as it could be, this initiative will continue to be trialed in classes but formal work and training will be paused until we can work alongside the Talk 4 Writing team in school.
- As part of the recovery programme there will be a focus on basic skills and ensuring a progression of learning in Spelling and Grammar.

Further training will be delivered and guidelines developed in “What Literacy looks like at Antonine”.

Priority 2: Numeracy
To raise attainment in maths and develop a consistent approach to the teaching of maths across the school.

<p><u>NIF Priority</u> Improvement in attainment</p> <p><u>NIF Driver</u> School Improvement, teacher professionalism and assessment of children's progress</p>	<p><u>FC Priority</u> Raising Attainment in Numeracy and closing the poverty related attainment gap.</p>
<p>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</p>	<p>Has this work been supported by PEF? YES</p>

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

- All classes from P1 to P7 have 20 minutes of daily mental maths strategies.
- All staff are using the "Maths on Track" progression plan for mental maths.
- Bespoke assessments have been created by the Antonine Numeracy Team in line with Falkirk Progression Pathways. This will allow staff to assess areas of numeracy and maths to track pupil progress.
- Resource audit conducted and gaps in concrete materials and resources identified.
- All staff attended Rekenrek training to support the delivery of visual and interactive maths teaching.
- Two members of staff undertook numeracy training through the Regional Improvement Collaborative Numeracy academy.
- Updated maths textbooks and planning tools have been purchased to support pupil teaching and resources.
- A Maths focus week was planned and delivered and included an open afternoon for families to share pupil learning and maths achievements. Pupils took part in "Marvellous Maths Day".
- Staff use daily starters to support pupils to being "ready to learn" more quickly in the morning.
- 100% of staff are using the Falkirk Progression Pathways to ensure a consistent and progressive approach to teaching of Numeracy and Maths at all stages in their long term planning.
- A grant of £1121 was awarded from "Maths Week Scotland" which was used to deliver training to all staff, purchase practical and concrete resources as well as reading material to support professional development.
- Pupil feedback shows that pupils have a more positive attitude towards maths.
- Alongside cluster colleagues, staff attended training in the use of "Number Talks" and have implemented these strategies into their classroom practice.
- Our aim, by June 2020, was that 90% of pupils from P1 to P7 will achieve the expected level in writing. In March 2020 we had reached that goal and 91% of pupils working at the expected level or ahead.

Next steps

- Antonine Numeracy Academy Staff to lead a numeracy training session for all teaching staff.

- Use Antonine Maths assessments to support the tracking of pupil progress.
- Continue to resource practical maths needs.
- Establish class numeracy kits for every stage.
- Provide practical maths packs for targeted pupils to enable them to be supported at home.

Review of progress for 2019 -20

Priority 3: Health & Well-Being (Ethos and Restorative Practice)

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?)

- All classes use the well-being indicators to discuss their health & well-being development throughout the school year.
- Tracking using the Antonine "Well-Being Pyramid" is used to monitor all pupil's health & well-being.
- Staff, pupils and families contributed to the development of a school Vision, Values and Aims.
- An assembly programme allowed for a planned approach incorporating pupil voice, health & well-being focuses as well as establishing 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.
- All staff have taken part in training and discussions in restorative and nurturing strategies.
- A new Positive Behaviour Policy "Restorative Approaches at Antonine" has been developed in line with feedback from all stakeholders, restorative approaches, nurturing schools as well as local and national guidance.
- One member of staff has completed a 4 week training programme to be a "Mental Health Champion" for the school.
- Every pupil is welcomed on a one to one basis in the morning and every pupil takes part in an "Emotions" check in daily.
- Health focus week was a huge success with a family boot camp encouraging community involvement.
- A designated room was identified and resourced to be a nurturing space. Targeted pupil groups used this room for nurture activities and group work.
- Support for Learning adopted a holistic approach with a dedicated member of staff supporting nurture weekly.
- Some families showed improved attendance and less late-coming.

- The school started the “Rights, Respecting Schools” journey and met the outcomes for Bronze Level.

Next Steps

- Share “Restorative Approaches at Antonine” and evaluate with staff, pupils and families.
- Embed practice across the school and ELCC.
- Share and evaluate the Antonine “Health & Well-Being” Policy with families and partners.
- Review the nurture principles with staff, pupils and parents.
- 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.
- Continue to communicate closely with families on improved attendance at school.
- Continue to work with Rights Respecting Schools to achieve Silver Level.
- Launch Anti-Bullying Ambassadors and the Antonine Anti-Bullying policy.
- Adopt a Health & Well-Being recovery programme in response to pupils returning to school from lockdown.
- Plan for staff moderation of nurture in coaching sessions.

Key priorities for School Improvement Planning 2020 -2021

Priority 1 – Literacy

Covid Recovery Programme (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.

Covid Recovery Programme (Reading)

- Deliver online reading access and support and develop reading resources in school. Embed a positive reading culture across all stages.
- Begin to teach Reciprocal Reading strategies at every stage working Dr Adams and Dr Kylie Bradford. Continued online training sessions for staff.

Priority 2 – Numeracy

Covid Recovery Programme

- Review maths resources to include a class packs of practical resources to suit each stage and individual packs for targeted learners to take home.
- Continue to embed practical maths and active maths lessons as well as 20 minutes daily mental maths lessons across all stages.
- Use and evaluate the Antonine Maths Assessments to track pupil progress and attainment alongside SNSA, CEM and Pressure Points Pack.

Priority 3 – Health & Well-being

Covid Recovery Programme

- Develop a progressive Outdoor learning and Play curriculum.
- Continue to track pupil health and well-being across the school.
- Develop the Rights Respecting school programme and continue to develop nurturing approaches.
- Embed Restorative Approaches Behaviour policy.
- Track wider achievement and celebrate individual successes.
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Teacher Leadership 2020-2021

More than two thirds of teaching staff leading initiatives:

- Numeracy & Maths
- 1 + 2 Languages
- Digital Learning
- Outdoor Learning
- Nurture
- ECO

Pupil Involvement 2020-2021

- ECO Team
- 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. An improved plan for Quality Assurance will allow for quality observations and 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 Literacy, Numeracy and Health & Well-Being.

Continued work with all stakeholders in our community.

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

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4		5
2.3	4		5
3.1	4		5
3.2	4		5

Pupil Feedback 2020



The values are important to me too.
House Captain Interviews

School teaches me how to be a good friend.
Pupil Council

Our school is a caring school.
Pupil Council

I like working as part of a team.
Pupil Council

We learn about our community.
Pupil Council

I didn't know reading could be so fun.
Literacy Focus Week Feedback

I would like help with learning as I worry about this.
H & WB Recovery Questionnaire

I know that if things get too much I can speak to my teacher.
H & WB Recovery Questionnaire

Article 12 – Respect the views of the child.

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Parent Feedback



A valuable afternoon,
instilled a focus in me
to encourage more
reading at home,
especially as a family.
Literacy Focus Week

Loving the new
library, this great
effort will make
reading more
magical for the
children.
Literacy Focus Week

Really good
opportunity to see
learning come
alive at Antonine!
Maths Focus Week

Very good idea
and very
interesting.
Maths Focus Week

A wide variety on
offer all week for the
children to
participate. My
daughter loved it!!
Health Focus Week

The children got a
chance to try a variety of
things. Love that first aid
was taught, a very
valuable skill.
Health Focus Week

As far as Learning
Grids and Online
Learning are
concerned, we both
applaud the efforts
made by all the staff at
Antonine.
Lockdown Feedback

We are appreciative
and understand that
you are doing the
absolute best you can,
with what you can, to
ensure pupils are
staying engaged and
encouraged.
Lockdown Feedback