

OFFICIAL



School Improvement Planning Template (Year 3) Session:2025-26

School	Antonine Primary School
Learning Community	Drumchapel
Link Officer	Simon Kelly
Head of Service	Carolyn Davryn
School Roll	292 (June 2025)
Attendance Rate	June 2025: 90.1% (June 2024: 88.4)
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
PEF allocation 25-26: £155,000 (awaiting confirmation from AFA)	SIMD Quintile 1 (% and Number) 269 pupils (89.3%)
PEF Carry Forward: £0	SIMD Quintile 5 (% and Number) 0 pupils in Quintile 5
Total PEF Allocation 25-26 £155,000	Other Quintile 2 31 Pupils (10.35) Quintile 3 1 pupil 0.33%
FME (number and %) 138 Pupils (38%) – excluding new P1 intake (still to be added)	Total No Pupils Projected: 305 for Session 2025-26
<ul style="list-style-type: none"> Grand Challenges 2023-26 Grand Challenge 1: Achievement and Progress: Improve attainment in Literacy and Numeracy, ensuring overall ACEL attainment target of 70% in Literacy and 71% Numeracy for P1, P4 and P7 combined data by June 2026. Raising Attainment in Literacy focus on Reading and Writing. Further develop approaches to learning, teaching and assessment (improved pedagogy) leading to improved learner experiences to support raising attainment. In Session: 2025-26 Glasgow Pedagogy: Questioning, use of Digital Technologies to support raising attainment both universal and targeted (Introduction of Showbie) and Inquiry Based Learning to promote the development of meta-skills and provide further opportunities for application of knowledge and skills. (Driver: ACEL Data, Staff self-evaluation, monitoring and Tracking data attainment data Direct Observation etc.) Grand Challenge 2: Engagement, Participation and Inclusion: Improve pupil attendance so that most pupils have attendance of 90% or more. (Overall whole school target of 91.5% in Session 2025-26) Improve approaches to assessment ,planning and target setting for pupils in the staged intervention framework, including use of the SEEMIs Wellbeing Application and further develop and improve our approaches to inclusive practise through use of Circle Framework with a focus on strategies to meet the needs of different groups of learners(Care Experienced, EAL and learners that require additional support for learning. (Driver: Direct observations – class visits, Wellbeing and Assessment plans, professional dialogue with staff and self-evaluation 3.1 and 2,4 carried out in February and May 2025. Challenge 3: Wellbeing and Learning: Improve our Curriculum offer to ensure pupils have opportunity to develop knowledge and skill across the four contexts for learning. In Session 2025-26 focus on Learning for Sustainability as key curriculum driver linked to development work on : Children’s Rights and Global Citizenship, Equalities – Anti Racism and Wellbeing and Life-skills through introduction of new skills Wellbeing and Life-skills framework (Driver: HIGIOS 4 Staff Self Evaluation 2.2 Curriculum) 	

OFFICIAL

Grand Challenge: Achievement and Progress Improve attainment in Literacy and Numeracy to between 70-75%.						
Mission: 1. Improve approaches to Reading for Enjoyment and Tools for Writing (Write on Track) leading to increased attainment in Literacy. 2. Develop approaches to questioning through use of Glasgow Pedagogy with a focus on questioning techniques, Higher Order thinking, hinge point questions and on-going retrieval practice to support raising attainment in Numeracy. 3. Improve Learning and teach					QI (HGIOS 4) 2.3, 3.2	Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Reading Schools Accreditation/ Libraries for Primaries Programme with a focus on Reading for Enjoyment and reading skills to support raising attainment.	Increased pupil confidence in discussing and identifying a wider range of authors. Improved access to a wider variety of texts. Increased Status and evidence of Reading for Enjoyment evident across the school Improvement in pupils' ability to demonstrate age/stage reading knowledge and skills.	Learner Conversations (Term 2) Class Reading Spine Logs Pupil Reading Diaries Staff Self-evaluation Pupil Learning Walks Pupil/Parent Surveys	Jenny Matheson Caroline Peffers Reading Ambassadors	Aug' 25 – April 26		£10,000 Reading Scheme and library books.
Write On Track Writing Programme to support improvement with Tools for Writing, including a focus on sentence construction. Two class teachers undertaking Practitioner Enquiry Writing being piloted at P4 and P7.	Improve pupils' ability to use tools for writing to support sentence construction, resulting in improved technical accuracy. Improved Writing attainment 3-5% across all classes. Improved overall writing attainment at P4 and P7 Target 70%.	Classroom Observations (Term 2) Teacher Feedback (Surveys) Write on Track /Writing jotters Tracking Dialogue Writing Attainment Data. Learner Conversations	Garry Byrne Jenny Matheson	Aug – October '25 then on-going		
Glasgow Pedagogy Questioning with a focus on Questioning techniques, Higher Order thinking Skills in Reading and Hinge Point Questions in Numeracy and Maths. Reading and Numeracy Working parties to develop question banks and resources to promote pedagogy and practice.	Improved staff confidence and use wider range of questioning techniques. Effective questioning being used to ensure pupils are being appropriately challenged. (Higher Order Thinking) Increased use of hinge point questions and retrieval practice to support raising attainment.	Classroom Visits Term 3 with a focus on Questioning (HOTS, Hinge questions) Staff Glasgow Pedagogy Self-Evaluation Working Party completed Action Plans with outcomes and impact.	Garry Byrne Jenny Matheson Gillian Campbell (Numeracy and Literacy Working Parties)	Jan '26 – April 26 WP Oct'25 - Feb 26		
Departmental Focus P1 – P4 Enquiry Based Learning (Focus on Metaskills and opportunities for application of learning. P5 -P7 Digital Learning: Introduction of Showbie as a learning and teaching tool.	Improve learners' experiences with increased opportunities for personalisation and choice and opportunities to develop meta skills Increased use of digital technologies to promote engagement and enhance classroom pedagogy, improving learners' classroom experience.	Teacher observations of pupils Pupils Skill Books (Self-Assessment) Staff Feedback (Self-Evaluation) Surveys. Classroom observations (POLI)	P1 -P4 Caroline Peffers and infant staff team. P5-P7 Erin Storer & Christine McIntosh	On-going throughout the session		£3,00-5,000 Resources Subscriptions Etc
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

OFFICIAL

Grand Challenge: Engagement, Participation and Inclusion						
Mission: Improve approaches to planning, assessment, resources and evaluation of progress for all learners on staged intervention to ensure we are effectively meeting learner needs. Increase awareness and understanding of SHANNARI across the school. Continued focus on improving attendance with an overall attendance target of 91% and a specific focus on reducing the percentage of pupils in the 80-90% attendance category.					QI (HGIOS 4)3.1, 2.4 2.1	Costs
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Review and Improve Target Setting and approaches to assessment, planning and monitoring of Wellbeing and Assessment Plans, including use of SEEMIS Wellbeing application. Also, whole school focus on SHANARRI indicators.	Improvements in quality of targets set and systems, processes and use of assessment to measure pupil progress with targets. Increased knowledge and awareness of SHANNARI for pupils and families.	High Quality Wellbeing and Assessment Plans with Smart targets and robust evaluation based on assessment evidence. Evidence of Pupil Voice /participation in plans. Learner Conversations (Term1)	Karen Harrigan Brian Sherry /Ed Psych G McLeary	Aug- Oct and on- going Oct'25 Feb '26		
Improve levels of Personalised support planning, assessment and supports for Stage 2 groups of learners including: wellbeing, EAL, attendance, targeted interventions and other third wave interventions e.g. GDSS, Five-minute boxes. Use of digital technologies e.g. Read Write App, Magma Maths	Improved planning, assessment and support/ progress for pupils. Increased staff knowledge and confidence to provide support and resources, including digital technologies to support meeting learners needs.	High quality Stage 2 planning and assessment demonstrating progress against planned targets with clear next steps. Direct observation of use of resources, including digital tools (Apps etc) to promote pupil progress in learning.	Karen Harrigan	Aug -Oct – then on-going Oct'25 Feb'26		Impact Arts £7,500 Magma Subscription (tbc)
Keeping the Promise Award and introduction of bespoke monthly tracking and monitoring system for Care Experienced learners. Introduction of Tutoring Programme (GVS) for all Care Experienced Learners.	Improved staff knowledge and awareness of Care Experienced Learners and The Promise. Improvements in outcomes for all care experienced learners in relation to: attendance, participation, attainment and achievement	I Promise and We Promise online professional Learning module Accreditation Staff Surveys –(Evaluation) Care Experienced Monitoring and Tracking Overview Professional dialogue at tracking meeting. LC Forest School Project for CE Learners	Garry Byrne	Aug- Oct'25		
Improving Attendance with a whole school target of 91% for Session: 2025-26. HT involved in Education Scotland National Attendance CYPIC project. HT and DHT to attend six session EBSNA training with a focus on: data analysis, assessment, intervention and planning	Improved systems, data analysis and approaches to promote increased attendance Increased knowledge of approaches to support those struggling to attend. Improved whole school attendance with a target of 91% for Session: 25-26. Reduction in the % of pupils within the 80 – 90% attendance category to approx. 13 -15% of pupils.	Attendance Statistics Weekly, Monthly and Termly. Attendance Support Plans for Pupils with attendance below 80% or those at risk of low attendance based on previous trends. Self-Evaluation linked to professional Learning from Attendance training events.	HT/DHT/Clerical/SFLW	Aug' 25 – June '26		
Dec/May Evaluative Comments on impact of SIP work: (Used to support completion of SER)						

OFFICIAL

Grand Challenge: Wellbeing and Learning Improve our Curriculum offer to ensure pupils have the opportunity to develop knowledge and skills across the four contexts for learning.

Mission: Improve our use of Learning for Sustainability and Equalities as key curriculum drivers, with a focus on Children’s Rights, Global Citizenship and Anti Racism. **QI (HGIOS 4) 2.2, 1.3 3.1, 2.7, 3.2.** **Costs**

Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Rights Respecting Schools Journey from Silver to Gold continuing to develop pupils learning about, for and through Rights as per Silver Accreditation action plan.	Increased pupil knowledge, understanding and ability to discuss their Rights. Increased confidence in pupils’ ability to exercise their rights and promote the Rights of others both locally and globally.	Learner Conversations (Term 1) Pupil Responses at Assemblies Rights Gold Action Plan, evaluation and impact statements. Class Topics /displays linked to Rights and promotion of the rights of others.	Jenny Matheson Rights Knights	Aug 25- June '26		
Wellbeing and Life Skills Achievement Framework P1 – P7 focus on meta-skills P1-P2 Cycling, P3 Forest Schools, P4 and P5 Cooking Classes P6 Urban Adventure (Pinkston) and P7 First Aid Certification.	Increased opportunities for all children across P1 – P7 to acquire Life skills and universal programmes to ensure that ALL children are given the experience and opportunity to achieve. Increased opportunities for pupils to develop meta-skills. Improved engagement and attendance: Overall Whole School attendance target of 91%.	Achievement Certificates (Captured in Monitoring and Tracking of Wider Achievements.) Pupil Evaluations Pupil Meta-skills – self evaluation Staff observations and feedback Class Attendance levels	HT/DHT Partners Drumchapel Cycle Hub, Leigh’s Forest Schools, Totnosh Cooking, Blairvadach	August 2025 – on-going		£15-18,000 3rs Sector Partners
Teacher-Led working party to develop approaches to Global Citizenship (Rights) and Anti-Racism (Equalities)	Improved staff knowledge and confidence in delivery of Global Citizenship Education, including use of Methodologies for Global Citizenship and other Thinking Routines to promote pupil thinking and pupil leadership. Increased staff confidence in delivering Anti Racism education. Increased pupil knowledge and understanding of Anti Racism.	Completed Working Party Action Plan, with impact statements Staff Feedback Class displays	Teaching Staff Working Party	October 25 – Feb 26		Courses or relevant material (£500)
Introduction of HGIOUR School resource to promote Pupil Voice in School Improvement.	Increased opportunities for pupils to be involved in planning and shaping school improvement. Increased opportunities for whole school pupil voice, through class HGISOUR school books.	HGISOUR school Class books Pupil Council Class Feedback.	Pupil Voice Groups and all classes (Supported by SLT and staff)	Sept 25- June 26		

Dec/May Evaluative Comments on impact of SIP work: ***(Used to support completion of SER)***

OFFICIAL

OFFICIAL

Maintenance Agenda:
 Please use the space below to note any other improvement actions initiated in previous years which are continuing to be a focus in the coming year but not on your identified priorities for 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
	Continue to improve approaches to inclusive practice through on-going engagement with the Circle Framework and further embed the whole school Paths Wellbeing programme. (Lead Karen Harrigan)	3.1, 2.4
	Continue to increase opportunities for Parental Engagement and Participation through Family Learning events (Reading, Sport, Cooking, First Aid) and re-launch of Parent Council to promote greater parental involvement in the life and work of the school beyond fundraising and organising events.	2.5
	Use of additional staffing (PEF funded) to promote wellbeing (Wellbeing Room) and support raising attainment through targeted interventions both in and out with class.	2.3 and 3.2 (2 for 1 probationers allocated via PEF to release staff) £60,000
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		