



Antonine Primary



Standards and Quality Report Session: 2025-26

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people. We hope you enjoy reading about our success, achievements and next steps.

Our School Context

Antonine Primary School: Our Shared Vision, Values and Aims



Successful Learners



Confident Individuals



Responsible Citizens



Effective Contributors

Our Shared School Vision

Antonine Primary School will flourish as a welcoming, forward-looking community of opportunity and achievement, where everyone is nurtured to become a:

- Successful Learner
- Confident Individual
- Responsible Citizen
- Effective Contributor



Antonine Primary School Values



Antonine Primary School Values



Antonine Primary School Values



Antonine Primary School Values

Antonine Primary School Values

Respect
Kindness
Teamwork
Aspiration
Pupil Voice

We know, show and live the values.



Antonine Primary School Aims



Antonine Primary School Aims



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Antonine Primary School Aims

- Enable all children to have opportunities to be successful in a culture of high expectations and aspiration.
- Raise attainment in literacy and numeracy through high quality learning, teaching and targeted interventions.
- Improve children's health and wellbeing through nurturing approaches and participation in health promoting initiatives.
- Promote and support relationships and behaviours that reflect Children's Rights.
- Enhance the leadership of all staff and children to lead learning and change.
- Support families to be better able to support their children's learning and development.
- Develop effective partnerships and networks at local, city and national level to support learning.
- Build the strong collective engagement of a highly trained staff.
- Gather and analysis reliable information and data in order to meet the needs of all learners.
- Ensure robust, collaborative self-evaluation for self-improvement processes.

Antonine Primary School is a non-denominational primary school in the northwest of Glasgow, located within the Drumchapel Learning Community. In Session 2025-26, the school roll was 308 pupils across 12 classes with 16.2 teaching staff. Funded through Pupil Equity Funding, we also employed additional staffing to support wellbeing and attainment, including a Child Development Officer and an additional teacher. Most of our pupils (90%) reside in SIMD 1 and 2 and approximately 43% of our pupils are recorded on the staged intervention framework. Our attendance rate at the end of June 2026 was 89.2% and we had no pupil exclusions.

Antonine School Values

Know the values
Show the values
Live the values



Respect at Antonine

Robin Respect

- Shows good manners
- Never hurts people with their words or actions
- Respects differences in people
- Shows self-respect
- Looks after the environment



Teamwork at Antonine

Titan Team Player

- Works well with others
- Speaks and listens respectfully
- Shares information
- Helps and encourages others
- Respects different points of view
- Solves problems





1.3 Leadership of Change

Ethos and Life of the School: Whole School Reading for Enjoyment Focus, leading to accreditation of Reading Schools Core Award.

- ✚ In Session 2025-26 we began our Reading Schools journey, undertaking professional learning and introducing a suite of improvements to ensure that across Antonine Primary there is a high priority and status given to reading for enjoyment in terms of: accessibility to texts, increased opportunities to read for pleasure and evidence of a stronger reading culture across the school, with reading being visible, valued and celebrated.
- ✚ Almost all class libraries have been updated with a range of new texts as part of our partnership with Libraries for Primaries.
- ✚ All classes have a welcoming class library with updated books, rugs and cushions to promote a comfortable and enticing environment for reading. We have also ensured a more diverse range of texts are available to all pupils.
- ✚ All classes visit Drumchapel Library once a month to widen access to the range of texts available to pupils. All classes have a class account, allowing all pupils to borrow books to read in both school and at home.
- ✚ Classes have regular opportunities for reading across the Curriculum with all classes engaging in Rights Through Fiction in term 3 and class libraries reflecting social studies, science and other curricular areas across the year.
- ✚ Introduction of new reading-based pupil leadership groups, including librarians and Reading Ambassadors to promote Reading for Enjoyment, including assisting with the distribution of new books for class libraries, helping to build and set up the new mobile library and launching the Golden Ticket initiative.
- ✚ All classes engaging in our whole school reading spine, with teachers reading a series of classic texts. Classes record the texts reading in the class reading log and 'We are currently reading' door signs.
- ✚ We hosted a week long series of events in November 2025 as part of Book Week Scotland, including: Genre Cafes, Comic Club, Literacy Escape Rooms,
- ✚ Across the year classes enjoyed author visits from Martin Stewart, Debbie Quinn and Jo Hall.
- ✚ We launched our new mobile library in May 2026, inviting parents and carers to join classes in sharing books and a biscuit.
- ✚ As a result of all our improvement work on Reading for Enjoyment we were successful in receiving the Reading Schools Core Award in June 2026 with very positive feedback:

Dear Antonine Primary School,

Thank you very much for submitting your evidence plan for your Reading Schools accreditation. It was very inspiring to read about all your hard work as a school that has gone in to building and sustaining a reading culture.

Having looked through all of your excellent evidence, I am delighted to let you know that you have achieved your Reading Schools Core accreditation!

The huge amount of work and dedication you have put into the programme really shone through your application – what an incredible reading environment for your learners.

(Reading Schools Award June 2026)

Other Feedback from the assessor included:

1.2.4 Staff development

You have undertaken a wealth of Reading Schools, reading for pleasure and implementing change CLPL. I can see the evidence on how you have developed your knowledge and experience of this in the actions you have evidenced in your application. Well done, this is outstanding

1.5.1 Access to high-quality reading materials

You have developed your school environment in line with reading for pleasure principles to provide children with different, inviting, comfortable spaces where they can enjoy reading. You show that children were involved in designing the spaces. Thank you also for sharing your wonderful photos. Your learners are clearly integral to your Reading Schools journey.

1.5.1 Access to high-quality reading materials

Absolutely fantastic work! The children look so happy and deeply involved in everything you are doing here. I love to hear that your learners are excited about the reading material you have available to them. They have also helped audit the books and seek views from classes about the genres of books they are interested in. This is inspiring. Well done.

2.2.2 Interdisciplinary book projects

It is good to know that you are using books to develop learning in relation to Learning for Sustainability and the rights of the child. Excellent work.

2.5.1 Raising the profile of reading with families

You include families in accessible and meaningful ways. Fantastic to see parents and families being invited to school – this is Silver level activity so is fantastic to see in your Core application. Well done.

Ethos and Life of the School: Children's Rights Right's Respecting Silver Award Accreditation

✚ Our whole-school commitment to the UN Convention on the Rights of the Child is now formally recognised with the achievement of Silver: Rights Aware status. We were delighted to formally receive our Rights Respecting certification and Silver Rights banner in August 2025 which is displayed proudly in our school playground. This award reflects the significant progress made by our entire school community in embedding Children's Rights in our Vision, Values, Aims, policy, practice, and culture. As a result, pupils and staff are better equipped to learn *about* rights, act *for* rights, and foster relationships *through* rights.

Our work on Children's Rights this session included:

- Pupils learning about the purpose and main aims of Children's Rights and the various articles, this being a key area of focus at our weekly assemblies.
- All classes created their own Class Charter, as well as embedding our dining hall and playground charters. As we move towards Gold, in Session 2026-27 we will be creating a whole school charter, consulting pupils, staff and families.
- We established Rights Knights with representatives from all classes across P3-P7. They conducted surveys and supported increased opportunities for pupil voice, including working with community planning on local regeneration.
- We created a whole school display of self-portraits linked to Articles 6 and 7 right to name, nationality and identity.

- All classes lead on an Aspect of Children's Rights across P1-P7, including World Water Day and International Women's Day
- All classes engaged in a series of Children's Rights lessons through a range of Rights Through Fiction texts, linked to Scottish Book Trust.
- Across P1-P7 all classes participated in a Global Goals (Sustainable Development Goals) focus linked to our whole school framework. The topics covered included: a focus on Climate Action, Life Under Water, Life on Land and Climate Justice.
- Across the school, all classes are now using Pupil Voice Grids to support involvement of pupils leading planning and delivery of IDL, with pupils identifying what they know already, what they want to find out and discussing ways in which they want to learn.

Please see below extracts from the feedback we received as part of the accreditation visit:

"Children displayed a sound knowledge of rights and were able to discuss a range of different ways they learned about and experienced these. They confidently explained the concept of rights holders and duty bearers, commenting that "everyone is born with rights". They identified classwork, assemblies and pupil committees as ways that supported them to develop knowledge and understanding of the Convention and also discussed how they had learned about some children in other parts of the world not receiving their rights due to, "...war, climate change or dictatorships".

The children of Antonine Primary School believe that their views are listened to and taken seriously, with a range of evidence showing how they are involved in decision making in learning activities and presentations. They were proud to discuss their work on Fair Trade, Road Safety and sending packs of pencils to less fortunate children. Children discussed how they influenced school activities through voting for the Pupil Council and the Rights Knights, selected House Captains, were given a say in school trips and regularly shared their ideas and opinions."

"Children recognised the role rights played in fostering positive relationships, highlighting how "Pupil of the Day comments make you feel really happy". They also discussed suggestion boxes and making podcasts for International Women's Day. They have shared their learning with other children and parents during assemblies and rights showcases to show the impact of their work. Children were extremely positive in discussing their work in these areas. When asked about further improvements the children highlighted "developing the Discovery Den, calming corners, improving the school pitches and more school lunch options", demonstrating an awareness of healthier lifestyles, their right to play and to access healthy food.

Building Staff Leadership Capacity

- We are delighted to report that our Principal Teacher, Mrs Matheson successfully completed the Thinking About Senior Leadership, Glasgow City Council certificated course, receiving very positive feedback linked to her role in leading improvements in Literacy across our school.
- Mrs Lang, class teacher participated in the West Partnership Improving Our Classrooms module with a focus on improving classroom practice, leading to improvements in the quality of learning and teaching. She received certificated accreditation on successful completion of the course.
- Miss Storer (Principal Teacher) and Miss Fraser (Class Teacher) attended Glasgow Pedagogy, Play and Enquiry Based Learning training and will lead the staff team in developing this in Session 2026-27.
- We are committed to building a 'community of leaders' developing leadership of pupils, staff and families through the introduction of The Leader in Me programme in session 2026-27.

Developments in Learning, Teaching and Assessment

Glasgow Pedagogy Questioning (Whole School Focus)

- All teaching staff participated in Glasgow Pedagogy Effective Questioning sprint with a focus on: creating a culture of questioning, developing a wider range of questioning techniques, including use of all learner response systems, use of an increasing range of question types, digital approaches to questioning (Plickers and Socrative) and hinge point questioning to promote pupil thinking. Staff worked in small groups to plan and develop approaches to questioning and visited each other's classes to learn from each other. For pupils this ensured that most staff were using questioning more effectively to check for pupil understanding and to promote pupil thinking.

Digital Learning

- Across P5 -P7 staff and pupils were introduced to Showbie to support and enhance learning and teaching. The platform has provided opportunities for pupils to engage more actively with their learning, access resources independently and receive timely feedback. Staff have also developed their confidence in using digital approaches to support collaboration, assessment and the sharing of learning.
- At P1-P4 staff made use of Showbie as a communication platform to engage families and share pupil learning.
- We also introduced the use of both White Rose and Magma Maths (Pupil Equity funded) to support the teaching, learning and assessment of Numeracy and Maths. We have continued to use Kaligo handwriting app to support fine motor skills and letter formation for groups of learners across the school.
- Our Digital Leader of Learning has also provided a suite of professional learning for staff linked to: Showbie, Book Creator, ClickView, Socrative, Plickers, Explain Everything and Read and Write App. Staff are gaining confidence in using digital technologies to improve learner experiences in the majority of classes.

Play and Enquiry Based Learning (P1 – P4)

- At P1, our CDO continued to support play in our open area providing opportunities for children to develop their language and vocabulary, confidence, curiosity and creativity. At P2-P4 we are continuing to develop our Discovery Den. When visiting, pupils are given the opportunity to exercise personalisation and choice, selecting from a range of open-ended activities: STEM area, Digital Zone, Role Play, Writing and Reading Area and Arts and Crafts Zone. During these sessions, teachers make observations and engage in learning conversations with pupils, focusing on developing skills, including collaboration, curiosity and creativity. Pupils also have skills books to engage in self-assessment and record examples of evidence of their learning. Pupil feedback has been very positive, with pupils enjoying the opportunity to play and be creative. We are continuing to develop this into Session 2026-27, with a whole school focus and allocating some development time for one of our class teachers to support resourcing and set up. All infant classes will have tuff trays or equivalent to promote play based approaches, with P4 -P7 classes having a dedicated innovation station within each classroom to promote curiosity, play and enquiry-based learning.

Write on Track

✚ In Session 2025-26 The Write on Track programme was introduced at First Level (P2-P4) to support pupils in developing their writing skills and sentence construction. The programme provides a structured approach to developing pupils' confidence and competence in writing, with a particular focus on strengthening sentence formation, vocabulary and the use of appropriate writing tools and strategies. We also refocused on whole school use of Nelsons Handwriting to provide consistency across the school, supporting children with letter formation and writing fluency.

Progress in Promoting Well-being, Equality and Inclusion

Wellbeing and Assessment Planning

Staff worked collaboratively with the Educational Psychologist (EP) and colleagues to moderate wellbeing targets and strengthen assessment planning. This supported a consistent, child-centred approach to identifying individual needs, setting meaningful targets and monitoring progress. Staff also received professional learning on Neuroaffirming language, to promote more inclusive practice across the school.

The Promise Award

All teaching and support staff engaged in professional learning relating to The Promise Award. This training supported staff to develop a shared understanding of The Promise and strengthen approaches to nurturing the wellbeing, relationships and individual needs of our children and young people. Staff have continued to reflect on how these approaches can be embedded across the school to ensure that children and young people feel supported, valued and listened to. As a result of this work, we received the 'We Promise' Award. We also reflected upon the role of 'One Good Adult' and what that looks like for the children in Antonine Primary School.

Attendance

✚ Attendance remains an on-going priority for our school to support pupil wellbeing and in helping pupils to achieve their potential. We actively engaged in and promote the Local Authority 'Every Day Matters' campaign. In Session 2024 -25, the Head Teacher participated in an attendance project with Education Scotland to support improving attendance. As a school we have reviewed our processes and systems and participated in a small test of change project. For this group of learners, we saw an overall improvement in attendance of 1.6 % from March to June. In Session 2025-26, we participated in a project with Inspiring Scotland and PEEK to promote improved attendance for pupils in the 80 -90% attendance category with a specific focus on a group of 14 Pupils across P5-P7. The project included a breakfast club to begin with, before changing to an engagement programme during the school day, leading to an overall average increase of almost 2% for the targeted cohort of pupils.

✚ Our overall whole school attendance has had a positive increasing trend over the past three years, increasing from 86.4% in 2022-23, to 88.6% in 2023-24 and rising to 89.9% in June 2025. That's an increase of 3.5% over the years. In Session 2025-26 we had a slight dip, with overall attendance at 89.2% as of June 2026. Attendance remains an area of focus for us as we move into next session. As a school, we have had no exclusions in the past four years.

Other Developments in Wellbeing, Equalities and Inclusion

✚ Through use of our Pupil Equity Funding, we have continued to operate our wellbeing room, Tree House. Groups of pupils in Primary One benefited from opportunities to promote engagement, wellbeing and readiness for learning.

- ✚ Our DHT, participated in Year 2 of Glasgow's Improvement Challenge, Included, Nurtured and Supported Professional Learning, providing training on a range of strategies and resources to promote inclusion and wellbeing.
- ✚ A group of P7 pupils were trained by the Oral Health team to facilitate twice weekly toothbrushing sessions for our P1 pupils. As well as promoting pupil leadership, it ensured our youngest learners developed healthy toothbrushing habits.
- ✚ Our Rights Knights successfully planned and organised our Fair-Trade Tuck shop, promoting the importance of Fair-trade products and linking it to our understanding of Children and Worker Rights.
- ✚ As a whole school we celebrated Show Racism the Red Card, as part of our ongoing Learning Community campaign in partnership with Thriving Places, G15 to promote diversity, tolerance and respect for all. Our Theme was Hope, Not Hate. Classes also created a range of artwork promoting the themes of Hope, Community and Inclusion, with the work displayed in the Local Community Centre.
- ✚ We offered a range of group and one-to-one Therapeutic Art Counselling sessions from Impact Arts. We used both our Counselling for Schools and Pupil Equity Funding to provide this targeted health and wellbeing intervention.
- ✚ Our EAL Champion completed Language Acquisition assessments with all our EAL learners in order to ensure accurate recording of language levels. She also established a pupil lead Language Ambassadors to help celebrate and promote the mother language of our EAL pupils, including a display at our entrance of the different languages spoken.
- ✚ All P5 - P7 classes participated in a series of Equalities online sessions hosted by TIE. Pupils were developing their understanding of differences, stereotypes and prejudice.
- ✚ As part of our commitment to equalities, our Equality Ambassadors organised a range of activities and events to celebrate International Women's Day. These included a focus on women who have inspired us, wearing purple and workshops for upper school classes from Drumchapel Women of Wonder. Our Equality representatives also participated in the local community International Women's Day march in the local community, demonstrating the attributes of responsible citizens.
- ✚ At the start of June, we hosted a very successful whole school Health Week. Throughout the week classes benefited from a range of classes from Drumchapel United, Dance classes, Taekwondo, as well as, our Annual Road Safety Campaign, as the whole school took part in a Road Safety Walk around Drumchapel with posters to promote keeping us safe. We received lot of support from local drivers and hopefully conveyed our messages around safe parking and reducing speed on local roads.
- ✚ We continue to engage our families through providing a range of school-based events including: P1 Read, Write, Inc Family workshops, Read, Write Count workshops for P2 and P3 families, Showbie Digital Learning Parent workshop, Block of Family Cooking After School Club, Family Quingo Night, Open Afternoons and families invited to the launch of our mobile library. We continue to promote the life and work of our school through regular communication in the form of family friendly weekly diaries, class curriculum news, termly newsletters, Showbie class pages and regular updates on our school (X) page to share learning and celebrate both school and pupil achievements

Progress in Children's Learning Attainment

- ✚ Our attainment at end of Early (P1) end of First (P4) and end of Second level (P7) across Talking and Listening highlight that when combined overall most children are achieving the national expected levels, with the majority achieving the expected levels in Reading and Writing. In Numeracy and Maths across all three levels, the majority of children are achieving the expected standards. This

data is informed by a range of assessment evidence, including standardised assessments, periodic assessments, Assessment folders and National Standardised Assessments which are all used to support teacher professional judgment. See table below:

Achievement of a Level Data p1, P4 and P7 Antonine Primary Session 2025 -26				
June 2026	Talking and Listening	Reading	Writing	Numeracy
Early Level Primary 1	79.5%	72.7%	68.2%	70.5%
First Level Primary 4	83%	72.3%	66%	70.2%
Second Level Primary 7	84.6%	79.5%	71.8%	76.9%
Average across P1, P4 and P7 combined.	82.4%	74.3%	68.9%	72.5%

Attainment Over Time

In Session 2025-26, P1 pupils have achieved on average similar patterns of attainment when compared to previous P1 cohorts in recent years.

Trends in attainment over time when tracked across the learner journey demonstrate that for our P4 cohort (Session 25-26) generally the children have maintained their previous levels of attainment. This has been supported by successful targeted interventions.

At P7 when tracking attainment from P4 – P7, there has been a 10% increase in reading attainment, a 7.9% increase in writing attainment and a 10% increase in numeracy attainment.

- ✚ In Reading at P4, 45% of pupils have a reading age above their chronological age as demonstrated in PIRA reading standardised assessments, this was also evident in National Standardised assessments that highlighted 40% of pupils at P4 achieving assessment bands above the National Norm, with just over 30% of pupils working at the National norm. Similarly, at P7 almost 40% of children had reading ages above their chronological age and 40% performed as above the National Norm in the National Standardised Assessments. We have a target of achieving a combined average of 77% or above in Reading attainment across P1, P4 and P7 in Session 2026-27.
- ✚ At P7 pupils also performed very well in Numeracy and Maths in the National Standardised Assessments with almost 40% of pupils assessed as working at Above the National Norm with 40% working at the national expected standard. At P4 72% of pupils were assessed at working above or at the national expected norm. We will continue work on raising attainment in Numeracy and Maths, with the implementation of the new Glasgow City Council Numeracy and Maths framework. We have a target of achieving a combined average of 75% or above in numeracy attainment across P1, P4 and P7 in session 2026-27.
- ✚ In Writing, children are developing skills in writing across a range of genres, and the majority are achieving the expected standards across P1-P7. In Session 2025-26, we introduced Write on Track across P2 -P4, with the majority of staff finding that this was beginning to be transferred into the Children's writing. We will now extend the use of Write on Track across the rest of the school to support improvement in pupil tools for writing. We will also ensure we allocate targeted support in writing to promote raising attainment. We have a target of achieving a combined average of 71% writing attainment across P1, P4 and P7 for Session 2026-27.

Recognising Achievement

Introduction of Life Skills, Engagement and Participation Framework

We are proud to provide, recognise and share a wide range of opportunities to celebrate success and achievement of our pupils.

In Session 2025-26 we introduced a new Life Skills, Engagement and Participation Framework to ensure that all children across the school had the opportunity to achieve. These experiences were funded as part of our Pupil Equity allocation.

Working in partnerships with a range of local and city-wide partners we ensured that across P1 – P7 children participated in:

P1 and P2 pupils received a four-week block of Cycling delivered by Drumchapel Cycle Hub.

In P3, all pupils participated in a three-week block of Forest Schools in the local woods, facilitated by a trained forest schools' leader. (Leigh Forest Schools)

Our P4-3, P4, P5-4 and P5 classes received an eight-week block of cooking sessions from, Totnosh Cooking. Almost all P6 pupils completed the Urban Adventure Award at Pinkston Basin and most of our P7 pupils participated in our P7 residential experience at Dounans Outdoor Centre.

As part of these experiences, pupils reflected on the knowledge and skills they developed as well as gathering their views and feedback. These experiences also enhanced our curriculum offer as well as providing opportunities to develop skills for learning, work and life.

Other Achievements

- ✚ We hosted a very successful Scottish Celebration of Poetry and Song, with all classes performing a Scottish song, alongside a Poetry finalist from each class performing on stage.
- ✚ Our P6 class successfully participated in the Clyde in the Classroom Project receiving their certificate for participation and achievement.
- ✚ A group of learners participated in a six-week block of Forest Schools, as part of a Learning Community to the Glasgow Virtual School.
- ✚ Around 60% of our pupils participated in a range of lunchtime and after school clubs.
- ✚ Our P1 and P2 classes supported by our Youth Music Initiative tutor, learned, performed and recorded the Glasgow 850 Song as part of our city-wide celebration of Glasgow's 850th Birthday.
- ✚ Our P7 pupils participated in a six-week music tuition block from Glasgow Create, learning to play the tin whistle and sing in Scots and Gaelic.
- ✚ Our P5-P7 school choir performed at local Care Homes and Drumchapel Fortune Works Garden Centre spreading festive cheer.
- ✚ Our P7 pupils enjoyed a 4 night and 5-day residential trip to Dounans Outdoor Centre. This allowed the pupils to develop knowledge and skills, build resilience, develop teamwork, communication and problem-solving skills, as well as setting and achieving personal targets. We used our Pupil Equity Funding to support towards the cost of this trip ensuring that there were no financial barriers to attendance.
- ✚ Our P6-P7 dancers performed at the North-West City of Dance heats and gained a place in the City of Dance Finals at the Royal Concert Hall. They displayed excellent teamwork, a great example of living our school values.

Our Improvement Priorities 2026-2027

In Session 2026-27 we aim to work on the following improvements:

1. Progress: Improvements in Learning, Teaching and Assessment and Raising Attainment with a focus on:

- ✚ Glasgow Pedagogy: Play and Enquiry Based Learning (Whole school focus) and working parties to develop approaches to Outdoor Learning and Digital technologies
- ✚ Raising Attainment in Numeracy supported by the Introduction of the New Glasgow City Council Numeracy and Maths Framework
- ✚ Raising Attainment in Literacy (Writing) Write on Track across all stages and Raising Attainment in Reading through more effective use of assessment data and analysis

2. Wellbeing, Engagement and promotion of inclusive practices

- ✚ Continue to improve approaches to planning, assessment and tracking of pupils on the staged intervention framework to ensure they make the best possible progress, with a focus on personalised support (e.g. GDSS, EAL support and other interventions)
- ✚ Continue to improve approaches to increasing attendance and engagement. (Target of achieving whole school attendance of 91%.)
- ✚ Establish a monthly ASN Café/dropin sessions for families to provide support and guidance.

3. Inclusion with a focus on Journey from Silver to Gold Rights Respecting Schools and Introduction of Leader in Me.

- ✚ Developing and extending approaches to promotion of Children's Rights and pupil participation. We are working towards achieving Gold Rights Respecting Award with a focus on Citizenship, Pupil Voice and including the introduction of The Leader in Me programme to promote pupil leadership and metaskills.

	Evaluation
Leadership of Change (QI 1.3)	Good
Learning Teaching and Assessment (QI 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Good
Raising Attainment and Achievement (QI 3.2)	Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

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Further information is available in our termly newsletters, our School (X) page, our handbook and on our website.