



Antonine Primary



Standards and Quality Report Session: 2024-25

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. 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



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
Our Values

Respect
Kindness
Teamwork
Aspiration
Pupil Voice

We know, show and live the values.





Antonine Primary
Our 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.

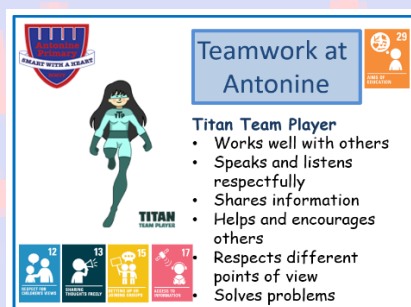
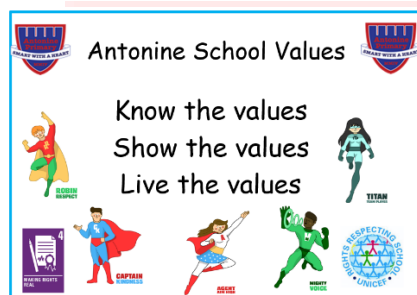
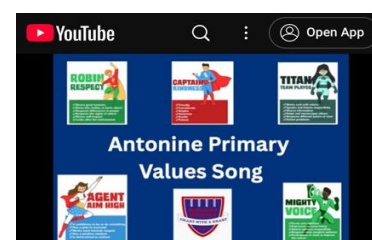


Leadership of Change with a focus on our Rights Respecting Silver Accreditation

- In session 2024 -25 we updated our Vision, Values and Aims to incorporate Articles from the UNCRC as part of our work to embed Children's Rights. Our posters reflect the learning, ethos and culture of our school, with examples of our pupils demonstrating our shared vision, values and aims. The Pupil Council also worked with the Head Teacher to assign the articles that they felt linked to each of our five values: Respect, Kindness, Teamwork, Aspiration and Pupil Voice. These posters are displayed in all our classrooms and in and around the school.
- We introduced a new whole school weekly update, shared with all children at the start of the week, which includes: Our 'Value of the Month', 'Article of the Week, Whole School 'Fortnightly Focus' and our 'Pupil Friendly' diary. This helps promote consistency across the school, ensuring high priority and focus of our shared values alongside our strong commitment to Children's Rights that permeates the ethos, life and work of our school.
- We also launched our school song co-written and performed by a member of staff and a group of P4-P7 pupils that attended an after-school Performing Arts Club. The Song is inspired by our school

values and our commitment to Children's Rights. We discuss and perform it regularly at our weekly assemblies. Please find attached the YouTube Link:

<https://www.youtube.com/watch?v=fswWSrY8I-c>



- In June 2025 we were accredited as a **SILVER Rights Respecting School**, reflecting all our work on learning about, for and through rights which was a significant aspect of our school improvement focus last session.



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 RRSA lead discussed the range of staff training provided and the "selection of Rights Knights mascots by the children". The commitment of staff to learning about rights was highlighted as a real strength of the school. Staff demonstrated comprehensive knowledge of the UNCRC and spoke positively about the support and training they had received, highlighting WOSDEC and CIRCLE inclusive classroom training. It was recognised that "rights have GIRFEC at the centre of our practice. It's embedded, not an add-on". Parents commented on their children's knowledge of rights, stating that "staff really value what the kids have to say".

Rights-based activities were discussed by the headteacher and RRSA lead as a priority that permeates all aspects of the school improvement plan, supporting the school's vision, values and aims and the school motto of 'Know the Values, Show the Values, Live the Values'. Through evidence and discussion, it was clear that wellbeing, equality and inclusion are a real strength, with most children stating that they feel safe in Antonine Primary School. It was observed by the headteacher that "the power of relationships has been the key factor. Young people have a sense of belonging due to the support of staff".

"Children were clear on who they would turn to for help in school, identifying a range of teachers and other adults, and an awareness of the role of duty bearers in supporting their rights. They were also certain that their voices would be listened to when resolving disagreements in school and were able to identify who the duty bearers in their lives were. Evidence referred to a probationer teacher establishing a Calm Connection Club and the school also has a Pupil well-being room to encourage positive relationships and positive mental health."

"Staff discussed how everyone demonstrates rights and respect for these in their relationships, highlighting how "children can tell you how their rights fit into our school values". Staff also discussed how "the language of rights is used in every conversation and explicit links made to our school values".

"The culture of inclusion was obvious within Antonine Primary School with the headteacher discussing how the diversity of the school community was changing and how this presented opportunities for further learning and awareness-raising of the impact of children's rights for different individuals. This has presented opportunities to change the curriculum with the support of EAL Ambassadors, and the school have had refugee families visit to discuss their experiences and build positive relationships."

"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.

 **We will continue to embed our Rights focus across the school as we continue our Journey to Gold Accreditation within the next eighteen months.**

Developments in Learning, Teaching and Assessment

- Following the whole-staff participation in the Glasgow Pedagogy learning sprint on differentiation, teachers have applied a range of new models for differentiation, consciously adapting content, process, and learning environments to better meet the needs of all learners. The classroom climate and positive relationships have been a key area of focus, fostering a more inclusive and supportive environment for all pupils.
- In Numeracy and Maths, we modified our approaches to planning and assessment in Numeracy, including use of the Glasgow Counts frameworks vertically and piloted the use of new Universal Pilot Assessments. This has resulted in improved curricular coverage across the Numeracy and Maths organisers and a more consistent approach to assessment. It is also supporting staff to identify and respond to gaps and trends in pupil knowledge. A staff working group, also created new retrieval practice grids that align with the framework. From class visits and forward planning observations, effective use of retrieval practice, aligned with progression pathways, is embedded in most Numeracy and Mathematics lessons across the school. This ensures pupils regularly revisit key aspects of their learning to support raising attainment.
- A staff working group, enhanced the school's curriculum by establishing a whole-school framework for the Global Goals. This initiative provides a structured approach for all classes to develop knowledge of this aspect of Learning for Sustainability and support pupils in becoming both effective contributors and responsible citizens. The newly created, class-specific planners ensure consistent and progressive engagement, deepening pupils' understanding of global issues. We will continue to build on this in 2025-26 with a focus on Global Citizenship, Campaigning for Children's Rights both locally and globally and developing knowledge and understanding of Anti-Racism.
- Across Early and First Level staff engaged in professional learning around play and enquiry-based learning from Glasgow Play Pedagogy Team and professional reading. As a result of this, we introduced our Discovery Den for pupils across P2-P4 to visit on a weekly basis. When visiting, pupils are given the opportunity to exercise personalisation and choice, selecting from a range of open-ended activities including: 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 the meta-skills of: Curiosity, Creativity, Problem Solving and Critical Thinking. 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. Many children enjoy working together in the STEM area to create and build structures. We are continuing to develop this into Session 2025-26. All infant classes, also have an Investigation station, with a tuff tray that is changed regularly to help promote play/enquired based learning in the classroom. This will also be further developed in the year ahead.
- At Second Level, staff engaged with professional learning about Thinking Routines to develop pupil leadership and critical thinking skills. They piloted the use of these with their classes in Social Studies/IDL. Most classes incorporated them into their Global Goals focus in term 3 of Session 2024-25.
- 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. This award reflects the significant progress made by our entire school community in embedding Children's Rights in our 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:

- All staff undertaking initial professional learning in relation to UNCRC and key features of a Rights Respecting classroom.
- 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
- We established Rights Knights with representatives from all classes across P3-P7. They conducted surveys and supported increased opportunities for pupil voice, including votes on class libraries and summer trips.
- We created a whole school display of self-portraits linked to Articles 6 and 7 right to name, nationality and identity.
- We created Dining Hall and Playground Charters
- 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 and were introduced to 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 new whole school framework. The topics covered included: a focus on Climate Action, Pants to Poverty, 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 discussing ways in which they want to learn.

Progress in Promoting Well-being, Equality and Inclusion

- ✚ Last Session, almost all teaching and support staff engaged in a comprehensive professional learning programme focused on inclusive practice, centred on the CIRCLE Framework. This whole-school approach is continuing to develop staff understanding and confidence in identifying and addressing the diverse learning needs of all pupils.
- ✚ In session 2024–25, the school successfully introduced the whole-school Social and Emotional Wellbeing programme, Promoting Alternative Thinking Strategies (PATHS). This universal intervention was designed to enhance pupils' social competence and emotional literacy. Initial self-evaluation indicates a positive impact on pupils' emotional vocabulary, with children now more confidently identifying and labelling a wide range of emotions and feelings. This is evidenced through improved ability to articulate their feelings, as well as a more consistent use of calming and regulation strategies taught through the programme's lessons.
- ✚ A particular strength of PATHS has been the focus on positive reinforcement through compliments and the use of the "Pupil of the Day" activity. This has positively impacted peer relationships and has visibly boosted children's self-esteem and confidence.
- ✚ 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. 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. As a school, we have zero exclusions in the past three years.

- ✚ 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. Groups of learners in our upper school were also provided with programmes to support their social and emotional wellbeing. This was enhanced through partnerships with Drumchapel Cycle Hub, providing weekly cycling lessons and weekly input from a local tennis coach as well as on-going work on social and emotional wellbeing from our wellbeing teacher.
- ✚ Our DHT, participated in Glasgow's Improvement Challenge, Included, Nurtured and Supported Professional Learning, providing training on a range of strategies and resources to promote inclusion and wellbeing.
- ✚ P6 Lead on Anti Bullying Week, with a focus on Kindness and Respect two of our core school values. They captured pupil voice from across P1-P7 by recording what respect means and looks like in our school. This is displayed in our school entrance.
- ✚ 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 first Fair Trade Tuck shop, promoting the importance of Fair-trade products and linking it to our understanding of Children and Worker Rights.
- ✚ Our upper school classes participated in Human Library workshops (G15 Thriving Places) from local Asylum-seeking families sharing their stories. This helped to ensure pupils recognised the importance of an inclusive and welcoming community and developed their understanding of the significance of Anti-Racism. As a whole school we celebrated Show Racism the Red Card, as part of our ongoing Learning Community campaign to promote diversity, tolerance and respect for all.
- ✚ We offered groups of learners the opportunity to participate in the Seasons for Growth Loss and Bereavement Programme to support emotional well-being. All pupils and families that participated in this felt it had a positive impact on wellbeing.
- ✚ 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.
- ✚ We participated in the Scottish Football Association Programme in partnership with Drumchapel United and Active Schools to promote engagement and attendance for a group of identified learners. Within this targeted group, most pupils demonstrated improved levels of engagement and increased attendance at school.
- ✚ 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.
- ✚ 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 increased opportunities to promote family engagement and participation, with sessions across the year including:

Three six-week blocks of Play Along Maths for P1, P2 and P3 pupils and families.
Four blocks of Family Cooking Sessions with Totnosh Cooking.
Read, Write Count workshops for P2 and P3 families.
Rights Family Information Session.

Family Learning Feedback from 2024-25

Learn, Snack and Play Sessions

Across P1-P3 (Approximately 20 families)

- Through parental surveys all families that participated in the programme indicated that they felt the sessions had helped improve their confidence in supporting their children's numeracy and that the games linked to the learning had been useful at home. They all stated it had made a positive difference, with almost all families rating it as excellent or very good.

Family Cooking Sessions (Totnosh) (40 families)

- As a result of Parental Surveys regarding Family Learning opportunities that would be of interest to our families, we arranged four blocks of family cooking session with Totnosh. The classes were designed to encourage children and families to take an interest in food and healthy eating, explore new tastes and learn basic cooking skills. Families attended 4 weeks of cooking classes, making a variety of healthy, affordable meals like vegetable spring rolls, turkey tortilla cups, egg muffins and more. After each class, families received a recipe card to take home so they could try to recreate their meal at home.

Almost all families rated the sessions as very good with very positive feedback including:

"My child thoroughly enjoyed the cooking classes. We loved cooking together as a family and the recipe cards we got at the end of each class meant we could try the recipes again at home."
(P3/4 Parent)

"It was great to spend time together doing a nice activity that we can easily now do together at home in our own kitchen."
(P5 Parent)

A great opportunity for families to cook together. We'd love to sign up again!"
(P4 Parent)

Rights Respecting Open Afternoon

We invited families in to school to hear about our Rights Respecting Journey. We shared with them aspects of our development work. We received very positive parental feedback including:

It has been good to get a better understanding of Rights. We have been speaking about them

We are glad the children at Antonine have a voice. We also loved the Rights song.

Children knowing their rights is very important. It's good to see the school think it's important as well.

It's a good idea to ask children what they think when adults are making decisions that affect them.

- ✚ As part of the Local Authority Stakeholders surveys, to capture the views and opinions of our families about our school, we have included the results below:

Of the responses we received, in the categories of Strongly Agree and Agree:

All parents felt:

- ✚ That all staff treated their children with fairness and respect **(100%)**
- ✚ The school was well lead and managed **(100%)**

Almost All (90% and above) parents/carers felt:

- ✚ The school encourages the children to treat others with respect **(97.2%)**
- ✚ Their child was making good progress at the school **(97.2%)**
- ✚ The school supports their child's emotional wellbeing **(94.5%)**
- ✚ The school helps my child to feel confident **(94.5%)**
- ✚ Comfortable approaching the school with a problem, suggestion or query **(94.5%)**
- ✚ They were satisfied with the quality of teaching **(94.5%)**
- ✚ Overall, they are satisfied with the school **(94.5%)**
- ✚ Their child receives the help or supports they need to do well **(91.7%)**
- ✚ My child is encouraged by the school to eat healthily and take regular exercise **(91.7%)**

Most (75-90%) parents/carers felt:

The school gives me advice about how to support my child at home **(83.5%)**

The school organises events where my child and I can learn together **(80.5%)**

The school takes my views into account when making changes **(77.8%)**

Progress in Children's Learning

Raising Attainment

- ✚ Our Challenge Leaders of Learning continued to build staff capacity by modelling and team teaching with staff across our school. This is supporting improvement in the quality of learning and teaching in Writing and Numeracy, supporting our approaches to raising attainment in these areas.
- ✚ Through use of Pupil Equity Funding, we were able to release two members of staff (part time) to provide targeted interventions for groups of learners across the school. With a focus on Numeracy at P4 and Writing at P2, P3, P4 and P5 with most of these learners making good progress in reducing the gaps in their learning. The model for this includes a blend of in class support and smaller targeted group work.
- ✚ Our attainment at end of Early (P1) end of First (P4) and end of Second level (P7) across Talking and Listening and Reading highlight that when combined overall most children are achieving the national expected levels, with the majority achieving the level in 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 Antonine Primary Session 2024-25				
June 2025	Talking and Listening	Reading	Writing	Numeracy
Early Level Primary 1	82.6%	76.1%	67.4%	76.1%
First Level Primary 4	92.3%	76.9%	71.8%	69.2%
Second Level Primary 7	90.3%	83.9%	74.2%	72.2%
Average across P1, P4 and P7 combined.	88.4%	78.9%	71.4%	72.5%

- In Reading at P4, almost 30% of pupils have a reading age of 6 or 12 months above their chronological age, this was also evident in National Standardised assessments that highlighted 27% of pupils at P4 achieving assessment bands above the National Norm. Similarly, at P7 35% of children had reading ages above their chronological ages and performed as above the National Norm in the National Standardised Assessments.
- At P7 pupils also performed very well in Numeracy and Maths in both Standardised assessments, with 38% of pupils with a maths age of one year above their chronological age. This was also evident in their performance in the National Standardised Assessments, with the same 38% of pupils performing as above the National Norm. At P4, just under 70% of pupils were assessed as performing at the National Norm. We will continue work on raising attainment in Numeracy and Maths building on the improvements to learning and teaching introduced this session.
- In Writing, children are developing skills in writing across a range of genres and the majority are achieving the expected standards across P1-P7. We need to continue to work on Tools for Writing, ensuring greater technical accuracy and improved handwriting as a focus for school improvement in 2025-26.

Recognising Achievement

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

- We increased opportunities for Pupil Leadership across the whole school with each class volunteering to undertake a leadership project or event. This involved classes, planning and organising a range of activities or events throughout the school year including: Anti-Bullying Week, World Book Day, Mental Health Week and International Women's Day. We linked these to support development of progressive leadership skills across Early, First and Second levels, promoting leadership and achievement opportunities for almost all learners.
- Our P3 and P3/2 classes participated in the Tiny Medics First Aid Course, with every pupil receiving a certificate to recognise their achievement.
- As part of our approaches to ensuring a range of experiences and opportunities for achievement, through use of our Pupil Equity P6 participated in a 4-week Paddle course at Pinkston Basin, with all pupils receiving their Accredited Urban Adventure Award. This award developed pupils' teamwork, resilience and provided a range of experiences and opportunities for Outdoor Learning.
- 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.

- ✚ Our P7 classes received an Award for participation in the Turing Scheme Costal Cities Project, which allowed 10 of our P7 pupils to visit the costal-region of Le Seyne Sur Mar in France. This educational and cultural visit was organised and lead by two of our class teachers, allowing pupils to visit their exchange school, make use of their French language learning and providing an amazing opportunity to visit another country. As a result of our work on this project, the school received a Glasgow City Council International Education Award.
- ✚ A group of P2 pupils appeared on CBeebies, Playground Towers after successfully auditioning in school as part of our on-going partnership with CBeebies.
- ✚ P4 and P4-3 participated and performed at our annual G15, thriving Places Community of Hope Event. They successfully represented our school, performing the song 'Together' as well as producing some beautiful artwork for display in our local Community Centre.
- ✚ Our P3 class participated in Roll Royce STEM Primary Engineer Project, working with Engineers to design and build model cars. A group of pupils represented the school at a city-wide event and we were delighted to be announced as the overall Level 1 Apprentice winners.
- ✚ Our P3 and P7 classes worked with pupils from several local High Schools, as part of the Mark Scott Leadership Award. Our P7 pupils painted and installed bird boxes in the grounds of our local care home.
- ✚ A group of learners participated in a six -week block of Forest Schools, as part of a Learning Community to the Glasgow Virtual School. Building on the success of this we plan to extend this partnership with the Forest Schools Programme next session.
- ✚ 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 Blairvadach 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 P5-P7 dancers performed at the North-West City of Dance heats, wining the best teamwork award, a great example of living our value of Titan Team Player.
- ✚ Our Eco Committee continued to work hard on planting, recycling and holding playground and community litter picks. Their effort and commitment to sustainability was recognised with us receiving yet another Eco Green Flag in April 2025.
- ✚ We established a new partnership with Totnosh Cooking to provide pupils with important life skills as part of food technology. Funded through Pupil Equity funding and a grant from Education Scotland, our P4 and P5 pupils enjoyed an eight -week block of cooking sessions. As well as the knowledge and skills developed, we also witnessed an increase in attendance on the days that these sessions took place. As a result of this, we are planning to introduce a new Life Skills, Engagement and Achievement Framework across P1-P7 in Session 2025-26.

Our Improvement Priorities 2025-2026

In Session 2025-26 we aim to work on the following improvements:

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

- ✚ Glasgow Pedagogy: Questioning linked to widening our range of questioning techniques with a particular focus on Higher Order Thinking Questions in Reading and Hinge Point questions in Numeracy to promote pupils thinking and support raising attainment.
- ✚ Writing with a specific focus on 'Tools for Writing' (Introduction of the Write on Track programme and a focus on handwriting.)
- ✚ Reading for Enjoyment as part of Libraries for Primaries and Reading Schools Award.
- ✚ Numeracy: Increased focus on Money and Fractions topics, as well as continuing to embed and extend use of retrieval practice.

2. Wellbeing, Engagement and promotion of inclusive practices

- ✚ Continue to improve approaches to increasing attendance and engagement. (Target of achieving whole school attendance of 91%.)
- ✚ Improve approaches to planning and assessment practices for pupils on the Staged Intervention Framework, including the use of the SEEMIS wellbeing application and target setting.
- ✚ A focus on revisiting the SHANARRI wellbeing indicators for all stakeholders.
- ✚ All school staff participating in Keeping the Promise Award Professional Learning.

3. Curriculum Development

- ✚ Developing and extending approaches to promotion of Children's Rights: Working towards achieving Gold Rights Respecting Award with a focus on Global Citizenship and Anti-Racism
- ✚ Developing our approaches to Digital Learning: Introduction of Showbie (P5-P7)
- ✚ Continuing to develop approaches to play and enquiry-based learning across (P1-P4)
- ✚ Introduce new Life Skills, Wellbeing and Achievement Framework across P1-P7.

	Evaluation
Leadership of Change (Q1 1.3)	Good
Learning Teaching and Assessment (Q1 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (Q1 3.1)	Good
Raising Attainment and Achievement (Q1 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.

