

Summarised inspection findings

Antonine Primary School

Falkirk Council

1 April 2025

Key contextual information

Antonine Primary School and Early Learning Centre (ELC) is situated in High Bonnybridge in Falkirk Council.

The school roll is 185 children working across eight classes. The headteacher has been in post for six years. The leadership team consists of the headteacher, a depute headteacher and a principal teacher who is class committed for four days per week. The depute headteacher has responsibility for the leadership and management of the ELC. The teaching staff complement is 9.4 full-time equivalent (FTE). There are also a number of visiting music and physical education (PE) specialists who attend the school. One full-time and three part-time support staff work a total of 2.8 FTE days each week.

Overall, the majority of children live in Scottish Index of Multiple Deprivation deciles five to nine, with most of these children living in decile five. Approximately one fifth of children require additional support with their learning.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Senior leaders and staff use the school vision of 'dream, believe and achieve' very well to shape the life and work of the school. Senior leaders created the highly evident school values, based firmly on staff's deep understanding of children's rights, in consultation with children and staff. Children, parents and staff know the embedded school values of respectful, happy, resilient and nurturing very well. Children have a strong understanding of their rights. They demonstrate the school values successfully in their interactions with adults in the school, visitors and each other. Staff have developed a highly nurturing and inclusive ethos which supports children's learning and development successfully.
- The headteacher is very well respected by children, staff, parents and partners. She works closely with all staff, supported ably by the senior leadership team, to sustain continuous school improvement. Senior leaders have clear remits, taking effective account of their strengths and skills, to lead effectively on individual areas. They work closely as a strong team. Staff speak very positively of the improvements senior leaders have implemented over the last few years. They value the support and helpful guidance they receive. A strong example of this leadership is the journey staff have taken to improve approaches to planning children's learning. These approaches help staff to ensure that children make effective progress in their learning.
- Senior leaders promote leadership at all levels, encouraging and empowering staff to take responsibility for leadership of change. All staff work collaboratively as a team. All teachers contribute very effectively to school improvement. Senior leaders model improvement methodology well and teachers feel confident to create improvement plans. In taking their

improvement plans forward, teachers should ensure that they focus more specifically on expected outcomes for children.

- All children develop their leadership skills in a range of useful roles. Children enjoy these responsibilities immensely and take their positions seriously. Staff prepare children well to undertake these roles by providing useful training. For example, buddies receive 'top tips' about how to interact with younger children. This helps children to be clear about expectations within these positions whilst developing their social and leadership skills. As planned, senior leaders should evaluate the impact of these groups on children's attainment and achievement across the curriculum.
- Children directly influence school improvement priorities. The pupil council use 'How good is OUR school?' to identify school strengths and areas for improvement. Last session, children indicated they would like classroom environments to be calm, inviting places to learn. In response, staff sought out and acted upon valuable professional learning to develop very inclusive classroom environments. This is helping children to overcome barriers to learning and improving their readiness to learn.
- The headteacher implements a comprehensive calendar of collegiate professional development to improve learning and teaching. Senior leaders share and seek out effective practice with colleagues in the local authority. This high-quality professional learning ensures staff have a strong capacity for ongoing school improvement. As planned, teachers are now well-placed to engage further in practitioner enquiry using evidence-based research to implement small tests of change.
- Strong community partnerships provide children with valuable experiences that support their learning and wellbeing. For example, work with an agency is supporting children's understanding of their local heritage and culture. The school's Latin motto 'Nullus Murus Nos Dividit' (no wall shall divide us) is understood well by children. It reflects well the school's rich history and the influence of the Roman period on the local area. As a result, children feel they belong to their school and have a strong sense of connection with the local community.
- Parents contribute effectively to the life and work of the school. The headteacher rightly seeks their views about the use of Pupil Equity Funding (PEF). Working with parents and staff, senior leaders adopt a strong stance to take account of social justice. They ensure that economic barriers do not hinder children's opportunities for participation, attainment and achievement.
- Senior leaders undertake meaningful self-evaluation to measure the performance of the school. They use a range of questionnaires to gather the views of staff, children and parents. Teachers know that their views are sought and valued. They use How Good is Our School? (4th Edition) to evaluate all aspects of the school's work. These approaches ensure that there is a positive culture of self-evaluation to inform school improvement.
- The headteacher shares improvement planning effectively with all members of the school community. School improvement plan (SIP) priorities for this session include developing approaches to supporting children's wellbeing and meeting their needs through targeted support. Other priorities include refreshing the curriculum and the school's skills framework. The headteacher informs the Parent Council about school improvement priorities. The pupil council create child-friendly displays to outline SIP priorities to children and parents. This helps all stakeholders to understand the rationale for change.

- The headteacher manages the pace of change strategically. Over the last few years, working with staff, she has systematically brought about improvements to children's health and wellbeing, literacy and numeracy. For example, last session the depute headteacher and teachers reviewed the teaching of reading holistically, exploring aspects of pedagogy and children's engagement in reading for enjoyment. Staff now have a clearer picture of what highly-effective approaches to teaching reading looks like in the school. These approaches impact successfully on children's attainment in reading.
- Senior leaders quality assure the life and work of the school through a range of monitoring activities. They focus on ensuring that quality assurance has an impact on improving the quality of learning and teaching. For example, last session, teachers implemented new research-based approaches to spelling at key stages. Senior leaders monitored the impact of this work carefully and can demonstrate improved outcomes for children. Building on this successful intervention, senior leaders have now implemented this approach at other stages. Senior leaders and staff should now continue to work together to provide consistent high-quality learning and teaching across the school. It would be helpful for senior leaders to collate key messages from quality assurance and work with staff systematically on improving agreed aspects on pedagogy.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children have a strong sense of belonging to their highly inclusive school. They have a strong understanding of the school values and children's rights and enjoy receiving house points when they demonstrate the school values. For example, the 'mystery diner' receives points for their house for displaying respect at lunchtimes. Children are very proud of their school.
- Teachers use children's rights to firmly underpin their approaches to learning and teaching. They provide calm, inclusive learning spaces which support children's engagement in learning well. They adopt a uniform approach to displays which provides an effective balance of learning aids and celebrating children's successful work.
- Almost all children behave well throughout the school day. Staff use a range of strategies to help children self-regulate and understand the impact of their behaviour on themselves and others. For example, they recognise that children have different sensory preferences. They provide children with equipment such as noise cancelling headphones or seating options which help children to feel calm and engage more fully with their learning. Staff support a few children who require more targeted support well in small groups or as individuals, providing them with personalised timetables. Children take responsibility for their behaviour and that of their peers in the playground. They support each other well. For example, the 'playground pals' and 'happy helpers' support children to resolve conflict and play happily with each other. This helps to minimise the impact that playground squabbles may have on learning time.
- Children use digital technology very effectively to support and enhance their learning. A few children use accessible digital devices to overcome barriers to learning successfully. These approaches help children to self-direct their learning. Staff have recently undertaken forward-thinking professional learning about the use of artificial intelligence. As planned, staff should continue to create a pathway to develop children's digital skills progressively.
- Children at the early stages learn through a play-based approach which supports them effectively to explore and be curious. Teachers are developing well their use of observations to capture children's engagement and learning. They gather children's views every week to develop play experiences based on children's interests. They have well-planned classrooms which support children successfully during adult-led learning. Staff should continue to develop learning spaces outside the classroom. This will support them to provide a more effective balance between experiences based on children's interests and experiences that reinforce taught concepts.
- Children participate in engaging outdoor learning sessions delivered by local partners which are building their teamwork and problem-solving skills well. This partnership working is also improving teachers' skills in developing approaches to outdoor learning.

- Children contribute very effectively to the life and work of the school. For example, the science, technology, engineering and mathematics (STEM) leaders deliver and support learning about coding. All children have useful opportunities to shape their learning and develop a range of skills, such as cooking or crafts, in their 'leading the learning' groups. All staff, including clerical and facilities management staff support children within their groups. These groups help children to develop greater confidence in leading their own learning and those of others. As a next step, senior leaders recognise the need to evaluate the impact of these groups on children's outcomes.
- Teachers and senior leaders have agreed the features of a high-quality lesson. In almost all lessons, teachers provide children with clear explanations and instructions. In most lessons, teachers support children to understand the purpose of learning and the skills they are using. In most lessons, teachers share measures of success with children which helps children know what they need to do to be successful. In a few lessons, teachers work with children to co-create measures of success which deepens children's understanding of their learning. In almost all lessons, teachers ask children questions to check their understanding and to clarify key learning points. Teachers should continue to develop consistent approaches to high-quality learning and teaching. A useful next step would be to develop approaches to questioning to support children's deeper thinking about their learning.
- The headteacher has created a whole school assessment policy and calendar. This outlines clearly to teachers a range of valid assessment approaches to identify children's strengths and their next steps. All teachers use appropriate numeracy assessments very effectively to inform their planning of children's learning. They use a few formative assessment strategies well in the course of teaching, supporting children effectively to self-assess their understanding. Teachers are well-placed to extend the range of these approaches as outlined in their assessment policy. Teachers indicate when assessments will take place within their plans for learning and teaching. Teachers should continue to embed the school assessment policy to ensure consistent approaches to planning assessment of children's learning. Teachers should also plan assessments which link different curriculum areas. This will help them to gather a wider range of robust evidence about children's attainment.
- Almost all teachers provide children with useful written and oral feedback about their learning. They have developed a helpful marking code to support consistency of approach to marking children's written work. As identified by the headteacher, teachers should continue to review these approaches to provide children with consistent high-quality feedback linked to their learning. Teachers work collaboratively with colleagues in the Denny schools cluster to moderate standards of children's learning. They use the moderation cycle, focusing on writing, which is developing well their understanding of national standards in this area. Teachers refer to the national Benchmarks which helps them to make accurate professional judgements about children's attainment. As planned, teachers should continue to engage in moderation activities across a wider range of curricular areas.
- Teachers have implemented significant improvements to planning children's learning. They plan over different timescales in very comprehensive ways which helps to build on what children already know. Children have a choice in planning learning that links different areas of the curriculum, which meets their interests. Teachers provide children with learning that is set at different levels of difficulty to meet children's needs well. This includes children who require challenge in their learning. Teachers work in strong collaboration with support for learning assistants to plan learning for children who require additional support. Together, they provide children with worthwhile targeted interventions in literacy, numeracy and health and wellbeing. They take effective account of children who may be impacted by socio-economic factors. Teachers should ensure they have specific and measurable targets for planning and evaluating

learning for children who require additional support. This will help them to measure more specifically the progress children make in their learning.

- Teachers and senior leaders discuss children's attainment in literacy, numeracy and, health and wellbeing during tracking meetings, which take place three times a year. They discuss every child and identify clearly children who require further support or challenge in their learning or wellbeing. Teachers have recently started to use a local authority progress tracker to record children's progress and attainment. Staff should continue to develop their skills and confidence in using and analysing the data on this tracker. This will support them further to monitor the impact of interventions and identify those which are most successful in accelerating children's progress.

2.2 Curriculum: Learning pathways

- Staff worked with children and families to create a comprehensive rationale for the curriculum. This is underpinned by school values, children's rights and the principles of curriculum design.
- All teachers make very effective use of progressive pathways which take account of Curriculum for Excellence experiences and outcomes. They use these to plan for children's learning within literacy and numeracy and across the curriculum. Teachers plan learning which offers relevance and appropriate progression for children as they move through the school.
- Across the school, all children have the opportunity to participate in outdoor learning, including a planned block delivered by an outdoor learning officer. Children articulate well the skills they are developing through these outdoor experiences. Staff highlight that outdoor learning has improved children's health and wellbeing. Senior leaders should develop their approaches to planning outdoor learning across the session. This will ensure children build their skills progressively over time. Children have a firm understanding of sustainability. The children's eco committee supports this well and the school has received national accreditation for this work.
- All children receive two hours of high-quality PE each week both indoors and outdoors, including planned blocks of learning with the PE specialist. Children learn about different faiths and beliefs through the religious and moral education programme.
- All children learn French progressively as they move through the school. Older children develop well their awareness of other languages linked to interdisciplinary learning. Children exercise choice in their second language which promotes their enthusiasm and motivation in their learning.
- Staff plan children's transitions very effectively. They work collaboratively, sharing detailed transition information to provide children with effective continuity in learning. Nursery children experience a caring and positive transition into P1. Children in P7 benefit from visits from associated secondary staff and a well-planned transition programme to secondary school. Staff plan enhanced transitions well for children who require this.
- Staff work very well with partners and parents to provide children with opportunities to learn about the world at work. In particular, children have very useful experiences to enjoy learning in STEM based subjects. For example, children worked with partners from Forth Valley College to participate in a worthwhile range of science and engineering experiences. STEM leaders successfully promote children's understanding of STEM subjects and careers which helps children to know about future career options.
- In recent years, staff have worked collaboratively with children and partners to create a whole school library. Senior leaders accessed funding successfully to purchase an increased range and diversity of books, library furniture and to create outdoor library spaces. Staff work with local librarians to organise activities that promote children's reading for enjoyment, such as working with authors. These activities support the development of children's literacy skills effectively.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents and partners comment positively that staff know their children very well as learners and treat them fairly and with respect. Senior leaders use a range of well-planned strategies, tailored to families' needs, to support parental engagement and share children's learning. These approaches impact positively on the progress of individual children.
- Parents value the regular communication they receive about their child's learning, school events and activities. Almost all parents feel they receive regular feedback on their child's learning including home files. This helps them to be confident in supporting their child's learning at home. As planned, senior leaders should review approaches to homework. Senior leaders also provide a range of well-planned open events which effectively help parents to understand their approaches to learning. An example of this was an open event sharing the development of STEM skills across the school. Overall, these approaches support parents to help their child with their learning at home.
- Senior leaders gather parents' views on a regular basis. They also invite and encourage parents to provide feedback on a range of policies to ensure language is accessible and parent friendly. Senior leaders share information about the SIP with the Parent Council. The pupil council shares successfully this information with children and parents.
- The Parent Council works closely with school staff and parents. They support school events and fundraise effectively to reduce the cost of the school day. Almost all parents feel informed about the work of the Parent Council.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher and all staff are very caring and welcoming to children and their families. All staff support an ethos which is highly inclusive and where children's wellbeing is at the forefront of their work. This focus on wellbeing enables children to grow and learn within a caring community where they have a keen sense of belonging.
- Children across the school community are very positive and respectful. The school values are central to the supportive ethos in the school. Almost all children feel safe in school and say staff treat them fairly and with respect. Senior leaders plan whole school assemblies well, that support further children's knowledge and understanding of health and wellbeing.
- Almost all children have a firm understanding of the factors that contribute to positive wellbeing. All children regularly self-assess their wellbeing across the school year. Children understand the terminology of the wellbeing indicators through regular discussions in assembly and in class. Almost all children know they can talk to a trusted adult about their worries or concerns. Across the school, almost all children demonstrate kindness and respect for others, acting as responsible citizens.
- Staff track children's wellbeing effectively. Senior leaders and staff use information from wellbeing assessments well, analysing responses to best support and assist children when they experience difficulties. Staff carry out daily emotional check-ins to monitor the ongoing wellbeing of all children. They use this information sensitively to provide appropriate and timely support for children. This helps children to feel confident and secure that they will receive support with their wellbeing if required.
- Senior leaders and staff work closely to meet children's wellbeing needs using a wide range of universal and targeted interventions. For example, children participate in friendship clubs, 'WOW' Buddies, counselling and therapy sessions in drawing and talking. These approaches support children well to improve their social and communication skills. Children refer to their 'decider skills' to demonstrate their increasing independence in managing their own emotional wellbeing. This is building children's resilience and confidence successfully.
- Senior leaders have robust systems and processes in place for children who require additional support. Children receive prompt learning support which helps them to overcome barriers and gaps in learning. Overall, most children make good progress towards their individual targets. Staff discuss and review children's plans on a regular basis. They should ensure that all targets are specific, measurable and evaluations provide them with a succinct summary of children's progress. This will help them to identify clearly what interventions make the biggest difference for children and inform future planning.

- All staff received helpful training on inclusive practices and have used children's views to successfully implement these principles into their classroom practice. Children enjoy learning in classroom environments that are welcoming and calm. Staff use well-purposed nurture spaces to provide quiet, calming learning environments for a few children. These approaches help children to engage purposefully with their learning and increasingly access learning within their class.
- All teachers plan effectively using progressive health and wellbeing planners. Children experience appropriate depth and breadth of learning which develops well their understanding of social, emotional, mental and physical health. Children benefit from worthwhile partnership working that promotes outdoor learning. They understand the importance of maintaining their physical health in the outdoors. Almost all children have regular opportunities to develop their physical health through sporting clubs and activities.
- School partners, including Active Schools, speech and language therapists, educational psychological services and the family support team, contribute well to positive outcomes for children. Partners provide valuable advice to staff, including strategies which support individual children well. They feel highly valued and respected within the school and contribute well to individual support plans where appropriate.
- All staff know children very well and have a very clear understanding of their responsibilities to child protection, safeguarding and Getting it Right for Every Child (GIRFEC). Almost all staff have engaged in professional learning on trauma informed practice and neurodiversity. Staff speak positively on the impact of this professional learning on their ability to meet the needs of children in their class. Senior leaders recognise the benefit of providing further ongoing professional learning for all staff on neurodiversity and meeting learners' needs.
- Senior leaders' strong emphasis on school values and wellbeing supports children to make the right choices. Children effectively support this work through a wide range of leadership opportunities including anti-bullying ambassadors and house captains. They demonstrate their citizenship and leadership skills well in these roles.
- Children understand well the importance of diversity and respecting cultural differences. An example of this is the recent focus on culture and heritage which helps children to know and understand about different people and cultures. The rights respecting group has led work successfully to make reading material in the school library more diverse. As planned, senior leaders should review the religious, moral education curriculum to ensure all aspects of diversity and discrimination, including anti-racist education, are fully developed.
- Staff and children have a very good understanding of the United Nations Convention on the Rights of the Child (UNCRC). Staff embed rights successfully through the curriculum and during assemblies, using a shared language. Children demonstrate their knowledge of their rights very well in their learning and interactions with others. This work is supported very effectively by the children's rights ambassador group. As a result, children are very aware of their rights, global goals and know how to be responsible citizens.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, attainment in literacy and numeracy is very good. Last session, almost all children at early level, and most at first and second levels, achieved national expectations in literacy and numeracy. Across the school, a few children work beyond expected levels in aspects of literacy and numeracy.
- Most children who require additional support for their learning in literacy and numeracy make good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make very good progress in literacy and English. Teachers' interventions in reading and spelling have impacted positively on children's attainment.

Listening and talking

- At early level, almost all children listen well to adults and their peers and follow instructions confidently. They enjoy listening to and discussing stories. At first level, most children communicate clearly to share their opinions during discussions. At second level, almost all children show respect for the views of others and give feedback to their peers. They speak with confidence and clarity when sharing relevant ideas and information.

Reading

- Almost all children working towards early level are increasing their knowledge of sounds and letter patterns and recognise these in simple texts. They answer questions appropriately about events and ideas in a story. At first level, most children identify their preferred styles of texts and authors. They know the difference between fiction and non-fiction texts but are less confident in describing the features of non-fiction texts. At second level, most children discuss the main ideas within a text with detail and answer a range of higher order questions correctly. Most children read with fluency and expression to capture the listener's attention.

Writing

- At early level, almost all children write lowercase letters legibly. At first level, most children write well for a range of purposes. They require support to check their work throughout the writing process to ensure it makes sense. Almost all children working towards second level, plan and write a range of texts across different genres. Most children engage the reader with their interesting vocabulary and accurate use of punctuation.

Numeracy and mathematics

- Overall, children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost children work confidently with numbers up to 20, counting forwards, backwards and identifying missing numbers in a sequence accurately. They are consolidating their knowledge of reading analogue clocks accurately to o'clock and half past. At first level, most children identify the place value of numbers up to one thousand accurately. They add and subtract three-digit numbers. At second level, most children work confidently with place value of numbers up to one million. Children complete addition, subtraction, multiplication and division calculations accurately. At first and second levels, children require further practice in using their mental mathematics skills to complete calculations.

Shape, position and movement

- At early level, almost all children recognise common two-dimensional (2D) shapes and use them appropriately to create pictures within their play. At first level, most children recognise the properties of three-dimensional (3D) objects. At second level, most children name a range of 3D objects describing their properties accurately. They describe acute and obtuse angles confidently.

Information handling

- At early level, almost all children use their knowledge of shape, size and colour to sort and match a range of objects correctly. At first level, most children confidently organise information into Carroll or Venn diagrams and are beginning to use digital technology to display information. At second level, most children gather, sort, record and display information into graphs accurately. They would benefit from more opportunities to handle information using digital technology.

Attainment over time

- Over time, children's attendance is in line with the national average. A few children across all stages have an absence of 10% or more. Senior leaders monitor closely the absence of individual children. They are proactive in understanding the reasons behind children's individual absences. They work effectively with partners including a Family Support Worker to improve attendance rates. As a result, children's attendance is improving. Senior leaders understand the importance of highlighting how attendance affects children's attainment and wellbeing with parents and carers.
- Senior leaders have clear processes in place to record data and track attainment in literacy and numeracy over time. They discuss with staff regularly the progress and attainment of individuals, cohorts and different groups of children. Overall, children's attainment in literacy and numeracy at P1, P4 and P7 has increased in recent years. As planned, senior leaders should now track children's attainment across all curricular areas.
- Teachers' engagement in writing moderation activities supports them well to make confident professional judgements about children's attainment. Senior leaders identify gaps within specific cohorts and have put appropriate interventions in place to address these. This is helping to raise children's attainment.

Overall quality of learners' achievements

- Staff recognise, share and celebrate children's achievements widely. Children enjoy receiving recognition for their achievements through certificates at assemblies, social media posts and on classroom wider achievement walls. This builds children's confidence well.
- Almost all children talk positively about the wide range of activities and clubs available across the school, including football, taekwondo and cross country. Children develop their dance skills

well through clubs supported by Denny High School Dance Leaders. These opportunities develop children's sporting and teamwork skills successfully.

- Children in P7 demonstrate their leadership skills effectively as trained sports leaders. Children in P6 undertake their roles as 'peer tutors' successfully by supporting younger children with literacy. These roles develop children's social and communication skills and help them to contribute effectively to their school community.
- Senior leaders track children's involvement in activities and clubs in and out of school. They support and encourage children who do not participate. A next step for senior leaders would be to systematically track the skills that children are developing through their wider achievement opportunities. They are well-placed to link this to the Antonine 'decider skills'.
- Children contribute successfully to the wider community through their involvement in charity and community initiatives. This includes work with a local foodbank, Falkirk Young Carers, the 'Intergenerational Reading Partners', 'Read while you wait' and 'Community Reading' initiatives. This supports children to develop their understanding of the local community and improve their communication skills.
- Antonine Primary has achieved a number of national accreditations for sports, digital education, reading, children's rights and STEM. Participation in these awards enables children to consolidate and enhance their skills and to experience success in a wider forum. This builds children's confidence well.

Equity for all learners

- All staff know children very well and have a firm awareness of equity for families. They support all children very well to participate and achieve their best outcomes. Senior leaders and staff work successfully to minimise the cost of the school day. This ensures all children have equity of experience and feel included in the life of the school.
- Senior leaders use PEF to provide very effective interventions for children and deploy additional staff to deliver this support. The funding is also used to support attendance and wellbeing through a Family Support Worker. The headteacher and staff review and regularly monitor the impact of additional support and interventions on raising attainment and closing identified gaps. There is evidence that the school's use of PEF is making a positive impact on closing children's gaps in learning and wellbeing. Senior leaders should continue to monitor closely the impact of all interventions that they implement to support children.

Practice worth sharing more widely

The headteacher, senior leaders and staff have developed a highly nurturing and inclusive ethos which supports successfully children's learning and development. They base all approaches to learning and teaching using the school values and act as strong advocates for children's rights.

Children initiated the development of classroom environments by sharing their views using How good is OUR school? Staff provide children with calm, inclusive learning spaces which support their engagement in learning well. Staff adopt a uniform approach to displays which provides children with an effective balance of learning aids and celebrations of children's successful work. Children access ear defenders or fidget toys which helps their sensory needs well. Staff also developed spaces outside of classrooms to include seating areas and calm corners which children access when they need to. In addition, children make effective use of The Den to access more specific support with their learning and wellbeing. Children are more able to join in learning within their main class as a result.

Overall, these inclusive classroom environments support children's learning and wellbeing very effectively. Children engage very well in their learning and cooperate positively with others during lessons.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.