Summarised inspection findings

Antonine Primary School

Glasgow City Council

18 August 2020

Key contextual information

Antonine Primary School is a non-denominational school located in the Drumchapel area of Glasgow. At the time of the inspection, the roll was 308 children from P1 to P7. The headteacher was in post for one year.

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	

■ The school's work on developing the shared values of respect, kindness, aspiration, teamwork and pupil voice is very well understood by children and staff. They "know, show and live" the values which creates a positive environment for learning. Being "smart with a heart" underpins professional learning, and focuses staff on the purpose of their teaching and children's learning. Children appreciate the recognition they receive for their efforts and achievements. They feel very well cared for by staff who support them sensitively and with respect. They take great pride in their achievements and think highly of the adults who help them to succeed. Across the school, children are motivated and most children engage well in their tasks and activities.

■ Deployment of teachers, support workers and additional staff outwith the classroom setting is well-planned to support children. They address gaps in children's literacy, numeracy and wellbeing. All staff ensure that children's rights and nurture principles feature in practice. Parents feel that children have increased resilience and can work through challenges and disagreements more effectively, both in school and at home. The recent focus on improving relationships places the staff team in a strong position to build children's capacity to take more responsibility for their own learning.

■ Children play a very active role in decision making about their school and their own learning. Pupil council members take forward suggestions from their peers about improvements to the school environment. These ideas are discussed at regular meetings with representatives from across the school. Staff and children are engaging in learning conversations to discuss targets for literacy and numeracy. During lessons, most children are keen to talk about their learning and are confident in explaining their learning tasks. In almost all classes, they can talk about the aim of lessons, and have the opportunity to discuss and decide what successful learning looks like. Children use their 'learning journey' jotters to set termly targets and capture learning through examples of work.

■ The headteacher places a relentless focus on improving learning and teaching across the whole school. This focus is embraced by all staff, and children benefit increasingly from consistently high-quality learning experiences. Pedagogy in P1 provides planned learning for children to develop their creativity and provide personalisation and choice. Staff respond to younger children's curiosities and enable them to follow their own interests. Teaching and

support staff discuss their observations of children's play and learning to influence planning and the focus for assessment. There now needs to be a more strategic approach to monitoring more closely the added value of these experiences on children's pace of learning, attainment and progress.

■ In most classes, teachers' explanations and instructions are clear, and learning is well matched to the needs of the majority of children. In almost all classes, teachers provide appropriate and helpful scaffolds for learning to ensure that children access a range of learning prompts, visual supports and carefully considered resources. The majority of children share ideas and listen attentively to each other and to adults. In almost all lessons, staff bring children together to revisit learning intentions and to check their understanding. Children experience a blend of whole class and focused group teaching. To ensure that children make the best possible progress in their learning, teachers should improve differentiation within children's activities across all curricular areas.

■ Teachers make increasing use of assessment information to inform their planning and next steps for children. Data based on teachers' professional judgement of children's progress is informed by a range of assessment information. Teacher's judgements are becoming increasingly reliable due to familiarisation of the progression pathways with National Benchmarks. As a result, staff are clearer about progression and build learning more effectively on what children already know. However, within numeracy, too often, planning does not cover the local authority guidance materials implemented across the school. As a result, planned opportunities do not take account of all organisers or provide children opportunities to apply learning in different contexts. These gaps in coverage of the curriculum also affect the accuracy of numeracy assessment information.

■ Outwith literacy and numeracy, staff are developing a shared understanding of progression in order to plan more effective differentiation. There are increasing opportunities for staff to plan together and engage in peer observations which support moderation and consistency of practice. A few teachers need to develop further their skills in planning responsively and adapting approaches during the course of lessons, in order to support children better in their learning.

■ Targeted support of children with diverse barriers to learning is implemented across the school. Support staff and specialists work well with teaching staff to direct learning and to provide targeted interventions for children outwith the classroom setting. They use assessment information very well to plan children's next steps in learning. This approach to supporting identified children with particular needs improves their progress. However, there is a need to ensure that the processes and policies used to identify and plan support for children with barriers to learning take full account of national guidance. While staff are supporting children and their families well, a strategic overview of all children's learning and wellbeing needs, with regular reviews, requires to be put in place. There is a need to ensure that planning for children with additional support needs leads to sustained improvements within the classroom and across all aspects of their learning.

2.1 Safeguarding and child protection

■ 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.

3.2 Raising attainment and achievement	**satisfactory**

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

Attainment in literacy and numeracy
- Overall, attainment in literacy and numeracy is satisfactory. Data presented by the school shows that in June 2019, the majority of children attained national expectations for their stage across all areas of literacy and numeracy. This is with the exception of writing at first level, where less than half achieved nationally expected levels.

- A range of strategies and interventions identified within the school improvement plan have been introduced across the school to raise attainment in literacy and numeracy. There is evidence that these support children to engage more effectively with their learning, read more widely for pleasure, write more often and improve their vocabulary. As a result, accurate predictions indicate that attainment will increase at early and first level. Across the school increased opportunities recently introduced motivate children to apply their listening and talking skills. While the majority of children are beginning to make good progress in literacy, a significant minority of children are capable of making better progress. The school is continuing to develop whole school overviews to ensure all children make appropriate progress in their writing.

Attainment in literacy and English
- Overall, children's attainment in literacy and English is satisfactory. Senior leaders and teachers recognise the need to improve achievement and attainment for all children.

Listening and talking
- Children's progress in listening and talking is satisfactory. The majority of children listen well to teachers' instructions and are considerate when listening to their peers. A few children at all stages require further support to ensure that they participate fully in class discussions. At early level, almost all children engage in play-based learning, communicating well with their peers during role play and group tasks. At first level, children listen well to each other and respond to the ideas of their peers. They are confident when expressing personal opinions. By the end of second level, children discuss a range of texts which they enjoy. They share their views about favourite authors with some confidence, and listen with respect to the views of others. Almost all children interact well with their peers in a social context and the majority of children build well on the ideas of others. Across the school, the majority of children need further opportunities to improve their application of listening and talking skills across learning.

Reading
- Children's progress in reading is satisfactory. The majority of children read well and show a love of reading and of books. Whole-school reading initiatives and programmes are beginning to impact positively on achievement. There is a need to continue to ensure all children read often and for pleasure. A minority of children across the school are unable to share their thoughts about the main ideas, describe characters in detail or settings in fiction. They need

more confidence to apply their reading skills across all areas of their learning. At early level and the start of first level, children are able to use a range of strategies to help decode words including using sounds, picture clues, and framing. Children at first level read with increasing fluency and use appropriate strategies to help read unfamiliar words. They discuss their favourite authors and are enthusiastic about the classic texts read by their class teachers. At second level, the majority of children enjoy choosing their own texts and read for pleasure. They read with expression and show developing understanding. They need to extend and improve their understanding of the writer's style and the language of different texts.

Writing

■ Children's progress in writing is satisfactory. Across the school, children are motivated to write through a range of meaningful contexts, and the majority write at length and across different genres. Planning for writing is a key feature which provides appropriate scaffolds that support the organisation of ideas. As a result, children's confidence in writing is increasing, and they are able to 'give it a go'.

■ At early and first level, children use pictures, actions and key vocabulary to structure and sequence writing. They use appropriate punctuation and make good use of an interesting and developing vocabulary to improve their writing. At first level, children set the scene, develop character descriptions and write instructions. By the end of second level, children write from different points of view, use persuasive language and establish balanced arguments. Across the school, the majority of children apply their writing skills consistently across the curriculum and achieve the expected standards. There is a need to ensure that all children can apply their writing skills and achieve expected standards.

Attainment in numeracy and mathematics

■ Overall, attainment in numeracy and mathematics is satisfactory. In partnership with the local authority improvement challenge, improvements in approaches to numeracy and mathematics identified has improved children's confidence and conceptual understanding within the four number operations. Teachers need to ensure that children experience breadth and challenge across all numeracy and mathematics organisers to support their overall progress and achievement. The school has a clear plan on the need to continue to develop further children's investigative skills and application of numeracy and mathematics across the curriculum.

Number, money and measure

■ Across the school, most children benefit from using developmentally appropriate strategies to support mathematical calculations. They use the four basic operations to find solutions to numerical questions. At early level, through play, children describe and apply their knowledge and skills very well. Most children count on and back within 20 and add numbers up to 10. They are not yet confident in subtraction within 10. At first level, the majority of children recognise and use links between multiplication and division to find solutions to simple calculations. They are less confident when finding fractions of a whole number, or when ordering fractions by size. Towards the end of second level, the majority of children have good understanding of place value, fractions and percentages. A minority of children are not yet confident to apply this knowledge to solving accurately two-step problems.

Shape, position and movement

■ At early and first levels, most children recognise and name common two-dimensional shapes. They are less familiar with the names of common three-dimensional objects. Children at first level need to develop further the use of mathematical language to describe properties of common three-dimensional objects. By second level, the majority of children have an understanding of the relationship between three-dimensional objects and their nets. They are not yet familiar with specific vocabulary when describing shapes, for example, diameter and radius.

Information handling

■ Across the school, children need to develop further their skills in organising and displaying information as appropriate to their stage. Most children recognise and can interpret information displayed in bar graphs as appropriate to their stage. They are less confident in extracting information from pictographs, diagrams and charts. Children need to develop their skills in information handling across the curriculum. They need to make greater use of digital technologies to support the collation, recording and display of information.

Attainment over time

■ The school's data for literacy and numeracy over the last three years shows fluctuation in the standards of children's attainment. Tracking meetings between senior leaders and staff are increasingly rigorous and focus on improving children's attainment. In addition, staff are not yet tracking children's progress across other areas of the curriculum. However, the majority of children do not attend school regularly enough. This has a significant impact on their progress and attainment. Children's attendance is below the national average. Successful approaches address attendance issues for targeted groups of children. There is a need to identify and address additional patterns of low attendance emerging across the school.

Overall quality of achievement

■ Overall, children value the range of opportunities available across the school to achieve. As they move through school, there are opportunities to participate in groups or committees which enable them to influence the school environment. Senior leaders and staff have recognised the need to enable all children to have the chance to develop a personal interest, leadership skills or areas of responsibility. The recently introduced process for tracking children's wider achievement is a positive start to helping staff to monitor children's progress towards learning successfully, developing as responsible citizens and gaining confidence. This process is an important start to identifying and targeting appropriate activities for children who may be missing out.

■ Most children are developing increasingly a 'can do' attitude to their work, as a result of the school focus on developing a 'growth mind-set'. Children talk positively of learning to be more independent, and not always relying on adults when they need help with learning. There needs to be a clearer focus on children developing skills and attributes for life and work. The headteacher has identified the need to develop a progressive approach to help children to reflect on the skills they are developing. Teachers should plan experiences to allow children to use and apply their skills in new and unfamiliar contexts.

Equity for all learners

■ Staff understanding of the social and economic context of the school impacts positively on ensuring equity for all children. Most planned interventions make a positive difference to children's progress. There is a need to improve further the balance of universal and targeted support for all children and to improve children's attendance.

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.