



**North Ayrshire Council  
Education and Youth Employment**

**Annick Primary School  
Improvement Plan 2017-18**



**North Ayrshire Council**  
Comhairle Siorrachd Àir a Tuath

## Vision, Values and Aims

*Annick Primary School strives to provide the best quality learning and teaching in a happy, safe and secure environment, creating an ethos which promotes positive behaviour and attitudes by valuing and supporting each individual. We endeavour to promote education as an active partnership between parents, pupils, teachers, support staff and all sectors of the wider community in order to ensure that we help develop and educate our young people and invest in them to become:*

**Successful Learners** with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement

**Confident Individuals** with physical, mental and emotional well being, self respect and ambition

**Responsible Citizens** with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it

**Effective Contributors** with resilience and self-reliance who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative

## **Council Priorities:**

The five Council strategic priorities for 2015-2018 are detailed below:

- **Growing our economy, increasing employment and regenerating towns**
- **Working together to develop stronger communities**
- **Ensuring people have the right skills for learning, life and work**
- **Supporting all of our people to stay safe, healthy, and active**
- **Protecting and enhancing the environment for future generations**

## **National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

# Education and Youth Employment Directorate

## Strategic Outcomes 2017-2018

“Ensuring people have the right skills for learning, life and work”

### National Improvement Framework Priorities 2017:

1. Closing the attainment gap between the most and least disadvantaged children
2. Improvement in attainment, particularly in literacy and numeracy
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations

## Service Priorities 2017-2018

### 1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to promote inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.
- Ensure we develop and deliver an effective early years’ service which will provide flexible learning and a blended model of childcare provision.
- Ensure our school estate provides high quality learning environments

### 2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Design and implement a framework to ensure we develop high quality leaders of learning.

### 3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
- Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking, Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework
- Develop and implement plans to respond to employee engagement and stress surveys.

### 4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC.

### 5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

## Strategic Plan – Annick Primary School

<b>Directorate Priorities</b>	We are reducing inequalities and delivering improved outcomes for children and young people	High quality learning and teaching is taking place in all our establishments	Self-evaluation and performance improvement are embedded throughout our schools and central support teams	Levels of attainment and achievement are improving for all learners	High numbers of our young people are entering positive and sustained post-school destinations
<b>School Priorities</b>	<p>Utilise Pupil Equity Funding to effectively enhance all pupils' health and well-being.</p> <p>HGIOS 4: 3.1, 2.4</p>	<p>'Learning, Teaching and Assessment' review.</p> <p>HGIOS 4: 2.3</p>	<p>'Classroom Management and Organisation' review.</p> <p>HGIOS 4: 1.1</p>	<p>Utilise the PEF to effectively reduce the gap in attainment in literacy and numeracy.</p> <p>HGIOS 4: 2.4, 3.2</p>	<p>Utilise the PEF to enhance our pupils' readiness for secondary education and beyond.</p> <p>HGIOS 4: 3.3, 2.6</p>
<b>High Level Objectives</b>	<p>That the Health and well-being of all our pupils (particularly our Most Vulnerable Pupils) is improved.</p>	<p>That staff consider current practices and reach a common understanding of effective Learning, Teaching and Assessment practises and procedures.</p>	<p>That staff consider current practices and reach a common understanding of effective classroom management and organisation practices and procedures.</p>	<p>That the attainment levels of all our pupils (particularly our MVPs) are enhanced and any 'attainment gap' reduced.</p>	<p>That all our pupils (particularly our MVPs) experience an enriched and enabling curriculum ahead of the move to Irvine Royal Academy.</p>

## School Improvement Plan – Annick Primary School

Strategic Priority: 1. Utilise Pupil Equity Funding to effectively enhance all pupils' health and well-being.				
High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Pupil Outcomes	Measurement
That the Health and well-being of all our pupils (particularly our Most Vulnerable Pupils) is improved.	HGIOS 4: 3.1, 2.4	<p><b>GIRFEC/HWB</b></p> <ul style="list-style-type: none"> <li>Parental Workshop on SHANARRI and GIRFEC Agenda to be organised by DHT and Emma Dunn (Family Learning Worker) <b>Aug 17 - Oct 17</b></li> <li>Use of ICE Pack to enhance to support inclusiveness, health and wellbeing and positive attitudes of our pupils using core principles of HWB experiences and outcomes as well as the Wellbeing Indicators within GIRFEC. CPD will be given to all staff within the school. <b>Aug 17 – June 18</b></li> <li>Pupils to complete/evaluate their own SHANARRI Wheel with teacher and parent. <b>Aug 17 - June 18</b></li> </ul> <p><b>Nurture</b></p> <ul style="list-style-type: none"> <li>Take forward results from staff audit – input from Educational Psychologists involved in nurture. <b>Aug 17 - Oct 17</b></li> <li>Re-introduce 'Buddy' classes to support inclusion. <b>Aug 17</b></li> </ul>	<p>Parents will have a clear understanding of the SHANARRI and GIRFEC principles leading to enhanced engagement in their child's education.</p> <p>All pupils, particularly our MVPs, develop enhanced positive attitudes and feel more included.</p> <p>Staff consider and take forward the key issues highlighted by the 'Nurture' audit leading to enhanced pupil experiences. Pupils experience the benefits of supporting one another and of being supported by a peer.</p>	<p>Parent feedback. Pupil engagement, pupils' work, observations and feedback.</p> <p>Enhanced engagement, participation and attainment for our most vulnerable pupils (and their families) Education Psychology audit results.</p>

		<ul style="list-style-type: none"> <li>• Raise awareness of Boxall profiles <b>Sep 17</b></li> <li>• Further develop PPR by using PEF for classroom assistant to work alongside Family Learning Worker – make better use of ‘The Harbour’ <b>Aug 17 – June 18</b></li> <li>• All staff will attend the CALM Training.</li> </ul> <p><b>Rights Respecting School</b></p> <ul style="list-style-type: none"> <li>• Further staff training to support RRS across the curriculum to help to progress to Level 1. <b>Sep 17 – Oct 17</b></li> <li>• Whole School Charter to be agreed. <b>Aug 17 – Sep 17</b></li> <li>• ICEPack will also be used to enhance RRS <b>Aug 17 – June 18</b></li> <li>• Linking RRS with Restorative Practice establish pupil and classroom assistant mediators. <b>Aug 17 – Dec 17</b></li> </ul> <p><b>Restorative Practice</b></p> <ul style="list-style-type: none"> <li>• DHT to present theory behind Restorative Practice <b>Sep 17</b></li> <li>• Audit to staff ‘How Restorative am I’ <b>Sep 17</b></li> <li>• Raise awareness to all staff of 5 key questions <b>Sep 17</b></li> <li>• Parental workshop run by DHT and Educational Psychologist <b>Jan 18</b></li> </ul>	<p>Positive relationships across the school are enhanced.</p> <p>Teachers will be able to ‘read’ situations and help manage these with sensitivity. Pupils will be able to manage their behaviour effectively.</p> <p>RRS principles are further developed across the school leading to greater pupil understanding and engagement.</p> <p>Staff awareness of Restorative Practise principles is enhanced leading to a stronger support structure for all pupils.</p>	<p>Family Learning Team audit results. Pupil feedback. Pupil performance Pupil, staff and parent audits. Observation of CALM being used by staff and pupils in class.</p> <p>Whole School Charter. Classroom Assistant engagement and feedback. Pupils’ work.</p> <p>Staff audit results. Parent feedback. Pupil behaviour. Working group minutes. Cluster minutes. School Statements.</p>
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## School Improvement Plan – Annick Primary School

Strategic Priority: 2. 'Learning, Teaching and Assessment' review.				
High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Pupil Outcomes	Measurement
That the staff consider current practices and reach a common understanding of effective Learning, Teaching and Assessment practises and procedures.	HGIOS 4: 2.3	<p>Review existing policy and consider research, including Carol Dweck's work on establishing a Growth Mindset, to ensure our children are eager and active participants in the learning.</p> <p>Liaise with staff to consider what a 'Typical Tuesday' looks like to illustrate what progression looks like across the school in key curriculum areas.</p> <p>Discuss with the staff changes to our homework policy and create a new statement for across the school.</p>	<p>Teachers will have a common understanding of the range of teaching approaches ensuring consistency across all levels of the school.</p> <p>Pupils will benefit from clear progression across the school and this will enhance our pace and challenge.</p> <p>Homework will be consistent across the school and will enable all pupils to engage appropriately.</p>	<p>Through classroom observations; SMT will observe a range of teaching styles. Children will display a have a go attitude.</p> <p>A new policy will be produced including a 'Typical Tuesday' from P1-7 and collegiate on Growth Mindsets.</p> <p>Staff meeting minutes, feedback from pupils, parents and staff.</p>

		<p>Look at the Benchmarks and the work done on the 'Assessment Matrix' in 2016-17 to consider the range of ways we assess children and make professional judgements.</p> <p>Staff will monitor children's learning and evaluate pupil's progress across all areas of the curriculum. Review existing moderation paperwork.</p>	<p>Teachers will become confident in using a range of assessments to make their professional judgements and the evidence we produce will be reliable and valid.</p> <p>Staff will use this data to consider the progress of all pupils (particularly for our MVPs) and reflect on challenge, pace and the effectiveness of support.</p>	<p>New Trackers, based on the Benchmarks, will be used in Terms 1 and 2 before being reviewed by the staff.</p>
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## School Improvement Plan – Annick Primary School

**Strategic Priority: 3.** 'Classroom Management and Organisation' review.

High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Pupil Outcomes	Measurement
That staff consider current practices and reach a common understanding of effective classroom management and organisation practices and procedures.	HGIOS 4: 1.1	<ul style="list-style-type: none"> <li>• Review current policy on Classroom Management and Organisation. Aug – Oct 17</li> <li>• Consult with teaching staff to develop new policy in relation to CfE and pedagogy. Oct – Apr 18.</li> <li>• Review and develop current practise for Class Visits (at least 2 a session).</li> <li>• Trial the 'Japanese model' of Peer Observation (as described by Shirley Clark) where teachers work together to develop an area of pedagogy.</li> <li>• Review and develop a new Jotter Audit format.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful learning, pupils are more involved in their day to learning in their class. .</li> <li>• Improved educational experiences.</li> <li>• Allow pupils to identify own key strengths and areas for development.</li> <li>• Variety of learning approaches are happening throughout the school to cater for all learners and their abilities.</li> <li>• Additional support given to pupils who require it.</li> <li>• Increase in attainment figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil evaluations/next steps in their learning.</li> <li>• Wall displays are stimulating with pupils work attractively displayed.</li> <li>• Effective pastoral care/nurture approach is positive in the classroom from both teacher and pupils.</li> <li>• Monitoring of pupils work termly.</li> <li>• Observation feedback from SMT on class visit.</li> <li>• Self-evaluation from teaching staff on their lesson during SMT visit.</li> <li>• Peer observation feedback – impact on their professional learning as well as feedback to teacher that was being observed.</li> </ul>

## School Improvement Plan – Annick Primary School

<b>Strategic Priority: 4.</b> 'Utilise the PEF to effectively reduce the gap in attainment in literacy and numeracy.				
<b>High Level Objectives</b>	<b>HGIOS 4 HGIOELC NIF</b>	<b>How will I achieve this?</b>	<b>Pupil Outcomes</b>	<b>Measurement</b>
That the attainment levels of all our pupils (particularly our MVPs) are enhanced and any 'attainment gap' reduced.	HGIOS 4: 2.4, 3.2	<p>Use of the PEF funding to support our MVPs who are 'more than a year behind' in Literacy and Numeracy by providing targeted support from classroom assistant, early years practitioner and support teacher. Resources will be bought to support these practitioners focussing on active maths resources, Active Literacy from North Lanarkshire Council and various practical literacy resources.</p> <p>To support the teaching of comprehension, and punctuation and grammar across First and Second Level looking at strategies from the PLA to help raise attainment. The comprehension resource from Bright publications will be bought for use in P2-P7 and the Edpax grammar and punctuation resource will be bought to support the teaching of grammar</p>	<p>Pupils who are 'working within a level but more than a year behind' will be identified for targeted intervention in Numeracy and Literacy and will use a range of 'active' resources for support to help close the attainment gap.</p> <p>Pupils will develop a range of comprehension strategies to help develop their reading skills. The grammar and punctuation resource will help teachers to target specific aspects of teaching grammar and punctuation and then encourage pupils to apply these skills to their writing.</p>	<p>Children will be more confident in their approach to literacy or numeracy. A range of formative and summative assessments will be used to evaluate the effectiveness of the intervention.</p> <p>A range of evidence will be gathered to demonstrate an increase in challenge and attainment in reading and writing. Children will be able to apply these skills in comprehension, grammar and punctuation across the curriculum.</p>

		<p>and punctuation across Early, First and Second Level.</p> <p>To implement NAC's Dyslexia policy to support the pupils who have been identified as having dyslexic tendencies from GL Assessment procedures.</p> <p>To work with the cluster to hold moderation events in listening and talking and writing events to ensure robust procedures and consistent approaches.</p>	<p>Identification of practises and procedures and support structure. Raising staff awareness of dyslexia.</p> <p>Enhanced staff tracking and assessment procedures. Further advances in pupil attainment across all levels.</p>	<p>Pupil engagement and performance across the curriculum. Pupil and parent feedback. Statement on dyslexia. Teacher practises and procedures implemented.</p> <p>More consistent approach across cluster. Enhanced transition arrangements. Updated programme of study and statement.</p>
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## School Improvement Plan – Annick Primary School

Strategic Priority: 5. 'Utilise the PEF to enhance out pupils readiness for secondary education.				
High Level Objectives	HGIOS 4 HGIOELC NIF	How will I achieve this?	Pupil Outcomes	Measurement
That all our pupils (particularly our MVPs) experience an enriched and enabling curriculum ahead of the move to Irvine Royal Academy.	HGIOS 4: 3.3, 2.6	Further develop pupil skills, strategies, techniques, knowledge and programmes which will help our pupils' outcomes at secondary school and beyond.	Pupils will be given opportunities to relate learning experiences to the world of work. This could spark imagination and further interest in a particular subject area which could be further enhanced through school based clubs and activities or by signposting to local clubs/groups.	Children who can talk about their learning/ why they are leaning/ what they are learning and relate it to real life scenarios and the world of work. Topic overviews adapted to reflect links to 'world of work'.
		Introduce the 'JASS' programme to all pupils across P6 and P7 with this continuing into secondary school.	Pupils will benefit from a range of programmes and experiences which will enhance their opportunities at secondary school and beyond. <ul style="list-style-type: none"> <li>• Building capacity to learn.</li> <li>• Thinking skills/Critical skills</li> <li>• Contextualised learning.</li> <li>• Links with commerce/ business/ industry</li> </ul>	Feedback from pupils, staff and external agencies. Long term: programmes through secondary education and pupil destinations.
		Further enhance the clear links to pupils between their learning experiences across the curriculum and the world of work (DSYWF)	<ul style="list-style-type: none"> <li>• Leadership awards</li> <li>• Motivational/ inspirational inputs</li> <li>• Links with secondary/ further education</li> </ul>	Feedback from all children, contributors and staff on the Careers Event including

		<p>Further develop the links with Irvine Royal Academy to enhance subject area interest and transition procedures.</p>	<ul style="list-style-type: none"> <li>• STEM experiences</li> <li>• Enhanced P5-S2 transition</li> <li>• Innovation/ entrepreneur inputs</li> <li>• Enhanced parent/ community involvement</li> <li>• Local authority initiatives.</li> <li>• Team-building</li> <li>• Stereotype choices</li> <li>• Equity/equality issues (Social + economic/ LAC/ Disabilities)</li> <li>• Weekly 'Learning Thoughts'</li> <li>• Focus on application of skills etc.</li> <li>• 'Enrichment' School Statement.</li> <li>• Career-planning/ self-reflection activities.</li> <li>• JASS topics across P6 and P7.</li> </ul> <p>Senior pupils will have aspirations encouraging them to aim for a positive career destination which will help inform subject choice in terms of qualifications required. The school will build on business links already in place and pupils will benefit from additional input.</p>	<p>suggestions for future related events/ opportunities. Rise in attainment levels overtime.</p> <p>Feedback from pupils/staff and parents on transition process. Irvine Royal Academy staff and pupils working alongside Annick PS staff and children, supporting a range of learning opportunities for classes across the school. Rise in attainment levels over time. Evidence of our pupils' achieving positive destination on leaving Irvine Royal Academy overtime.</p> <p>Working party meetings/minutes. Cluster meeting/minutes. Widespread DYW and JASS activities across P1-7; pupil awareness and knowledge/ skills enhanced. Long term: pupils 'enriched' and more 'ready' for secondary DYW activities. Links with local businesses enhanced.</p>
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			Pupils will build confidence in working with staff and pupils from the Academy. Input will help to ensure a smooth transition P7/S1 for pupils.	
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