



North Ayrshire Council  
Comhairle Siorrhachd Aira Tuath

North Ayrshire Council

**Education & Youth Employment: Self-Evaluation Summary**

**Establishment:**

**Annick Primary School**

**Session:**

**2017**

## **Context of the school:**

*Including: school vision, values and aims; challenges and opportunities specific to the school's community (these might include, for example, specific gaps in performance, specific targets for the focus of the Pupil Equity Fund/Attainment Challenge); outcomes from authority review/inspection etc.*

### **Vision**

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*

### **Values**

We value the many qualities, principles and '*learning thoughts*' which will help our pupils to be all they can be – to maximise each person's potential in learning and in life. By treating others as they would like to be treated themselves and through pupil self-reflection we promote five key principles in particular:

- *Responsibility*
- *Honesty*
- *Respect*
- *Determination*
- *Belief*

### **Aim**

We aim to aspire to our school motto and be a '*Learning, Caring, Sharing*' School for our Community.

This approach will enable Annick Primary School to:

- *Ensure that children have high expectations and high standards in every area of a wide curriculum through a quality learning and teaching programme.*
- *Develop those skills which will enable the children to confidently undertake further education.*
- *Establish a positive ethos within the school.*
- *Ensure that the pupils learn to be independent, to be responsible for themselves and to work together with a spirit of co-operation, courtesy and mutual respect.*
- *Consolidate links with, and present the school as, an integral part of the local and wider community.*
- *Maintain a positive partnership with parents, Parent Council and Parent Teacher Association.*
- *Promote the professionalism of staff through an agreed staff development programme.*

## Attainment/Performance

Annick PS tracks each pupil's progress very carefully with teacher's making professional judgements on mathematics, listening/talking, reading and writing each term for every pupil. The professional judgement involves the curriculum for excellence 'level' (Early-Third), an 'Annick PS Grade' (1, 2 or 3) and an evaluation of how well the pupil can 'Apply the skills, knowledge, etc. covered (1-6 scale). So, for example, a pupil may well have a '1-1-4' or a '2-3-5' professional judgement of attainment.

With termly 'performance meetings' with SMT (plus 'mid-termly' for our 'Most Vulnerable Pupils') and a comprehensive 'Mid-Session Review' (all of which involve an 'actual' and a 'projection') every staff member is fully involved in our on-going attainment/performance tracking practices and procedures.

For June 2017 our data for 'age-appropriate levels/grades' showed.

- **Listening/Talking:** 81% achieved, 15% working within, 4% not yet working within
- **Reading :** 76% achieved, 14% working within, 10% not yet working within
- **Writing:** 63% working within, 23% working within, 14% not yet working within
- **Mathematics:** 67% working within, 22% working within, 10% not yet working within

Our main issues within these figures include:

- Year-on-year improvements across all age groups and curricular areas
- Substantial reductions in the number of pupils who are 'not yet working within' the age-appropriate level/grade
- Generally lower attainment figures across P3 and P6 stages compared to other stages
- Significant improvement in mathematics attainment figures compared to session 15/16
- A gradual decline in attainment figures, across all curricular areas, from P1 to P7 is common each year

Improvements in attainment figures this year may well be attributed to specific changes in policy, practice and procedure implemented over session 16/17.

These include:

- The development of enhanced 'Mathematics/Numeracy Pathways'
- The development of new English and Mathematics 'Individual Trackers'
- The withdrawal of 'end of stage' internal maths assessments
- The ring-fencing' of time to be spent, each week, on mathematics and English
- The change in the 'Application Level' required before a teacher is able to state that a 'Level/Stage' has been achieved (from '5' meaning 'most of the time' to '4' meaning 'a majority of the time')

## Pupil Equity Fund/Attainment Challenge

Our 'Pupil Equity Fund Proposal', of March 2017, described the rationale, the proposed interventions, the impact measurement and the governance involved in the spending of our £61,692 PEF monies. We aim to target our 'MVPs' (Most Vulnerable Pupils) across P1-7 who are not achieving the age-appropriate 'CfE Level/APS Grade' but are judged to be working within that standard. This target audience now differs from our initial 'PEF Proposal' which identified 'MVPs' who were 'not yet working within' that standard of work. We have decided that our 'Additional Support for Learning' staff/structure will now be able to concentrate on this more acute, group of pupils.

Annick PEF target population, our 'MVPs' include any of our pupils who 'hit' one or more of the following criteria:

- *Live in SIMD 1 or 2*
- *Receive Free School Meals*
- *In receipt of a Clothing Grant*
- *Have been subject to a Child Protection Order/Investigation (past or present)*
- *Are a LAC/LAAC (past or present)*
- *Have a declared or assessed disability*
- *Have English as a second language or face 'ethnic origin' challenges*
- *Have a 'Wellbeing Assessment & Plan' (STINT 3 or 4) or are engaged with the educational psychologist/an external 'support base'*

We propose to support our MVPs to close attainment gaps and wellbeing needs by:

- *Providing early intervention and prevention support*
- *Providing social and emotional wellbeing support*
- *Promoting healthy lifestyles*
- *Providing targeted approaches to literacy and numeracy*
- *Promoting a high-quality learning experience*
- *Providing differentiated (and bespoke) support*

#### **Local Authority Quality Assurance Visits**

North Ayrshire Council Education and Youth Employment Senior Managers visited Annick P.S. three times during session 2016/17 as part of the 'Quality Assurance and Improvement' agenda. These visits took place on 19/10/16, 23/1/17 and 31/5/17. All three subsequent reports were distributed and discussed with all teaching staff.

Emerging from three very positive reflections on the quality of the education provision here at Annick PS were the following 'action points':

- **Moderation: practices and procedures across the cluster (Oct.'16)**
- **Date analysis: the identification of specific aspects within numeracy which are leading to pupils being unable to achieve the expected national level (Oct.'16)**
- **Moderation: review cluster moderation moving towards a shared standard (Jan.'17)**
- **Date analysis: investigate what we have found to be challenging for children (Jan.'17)**
- **HR: on-going consideration of staff performance (Jan.'17)**
- **Pace & Challenge: review of teachers' predictions for children achieving a level, particularly at P4 and P7 (Jan.'17)**
- **Moderation: further work required across the cluster (May '17)**
- **HR: continue to monitor improving situation (May '17)**
- **Pace & Challenge/Data Analysis: continue to track and monitor improved situation (May '17)**
- **Digital technology: recommendation to register with Digital Schools Award (May '17)**
- **Plenary: continue to share good practice in this area (May '17)**

Almost all of the 'action points' were addressed over Session 16/17 with practices and procedures changed to improve our situation. Most issues will 'carry-forward' to Session 17/18 with further advances expected.

## Key Quality Indicators – Self Evaluation

Please keep the information as clear and concise as possible using bullet points to indicate high level evaluative messages. QIs and themes are the same for HGIOS4 and HGIOELC except those marked with an asterisk (\*) which show the HGIOELC wording.

1.3 Leadership of Change <i>Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change</i>		2017-18	2018-19	2019-20
<b>How well are you doing?</b> <i>What is working well for your learners?</i>	<b>How do you know?</b> <i>What evidence do you have of positive impact on learners?</i>	<b>What are you going to do now?</b> <i>What are your improvement priorities in this area?</i>	How would you evaluate this QI using the HGIOS4 six-point scale?	
<ul style="list-style-type: none"> <li>Annick Primary School does have a very committed Head Teacher and staff. Again, our June 2017 Audit of parents clearly shows very high levels of satisfaction with staff performance across all areas.</li> <li>The Head Teacher and promoted staff do provide strong leadership for the school. Once again, the best evidence here is our recent Staff and Parent Audits which rated this aspect of school-life very highly.</li> <li>The school has an open, democratic approach towards strategic planning, communication and deployment of resources. Substantial time is given to the discussion of new initiatives and the 'change' agenda. All teaching staff do feel that they had a strong say in the future direction the school will take; this is made possible by the 'Delegated Responsibility' model operating across the staff.</li> <li>Pupil, parent and partners are frequently and regularly consulted in order to form and share the direction in which the school is travelling. Questionnaires, open meetings and audits have a major impact upon the ethos, practices and</li> </ul>	<ul style="list-style-type: none"> <li>High levels of Attainment in Literacy and Numeracy across the school.</li> <li>High quality of Support for Learning across the school.</li> <li>High levels of satisfaction with Quality of Service from staff, pupils and parents.</li> <li>Highly positive Learning Environment/Behaviour and Caring Ethos across the school.</li> <li>High levels of involvement in Outdoor Learning and in Extra-curricular Activities across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrate upon further developing a shared vision, values and aims across the school community.</li> <li>Focus upon ensuring that we achieve the highest possible standards and success for all our pupils.</li> <li>Ensure that all staff understand the value of shared standards.</li> <li>Continued to provide strong leadership and promote comprehensive devolved leadership across our school community.</li> </ul>	Overall: 4.5 'Aspect 1': 5 'Aspect 2': 4.25 'Aspect 3': 4.25 (from staff audit of June '17)	

<p>procedures which enhance the outcomes for our learners and their families.</p> <ul style="list-style-type: none"> <li>• Very high levels of personal and professional commitment ensure that '<i>pupil learning</i>' is central to all school activities. An ethos which promotes open discussion and delegated responsibility ensure 'best practice' and '<i>best value</i>'.</li> <li>• A well-established culture of positive engagement, interaction and interdependence has produced a highly-effective and positive team within the school. Key strengths are developed and maximised across all staff to ensure the greatest impact upon pupil learning.</li> <li>• Innovative practices and procedures which enhance the learning outcomes for our pupils are actively encouraged and supported. Staff are set challenging targets and an ethos of '<i>continuous improvement</i>' is embedded across the school community.</li> </ul>			
---	--	--	--

2.3 Learning, Teaching and Assessment		2017-18	2018-19	2019-20
<i>Learning and engagement</i>				
<i>Quality of teaching / Quality of interactions*</i>				
<i>Effective use of assessment</i>				
<i>Planning, tracking and monitoring</i>		✓		
How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS?4 six-point scale?	
<i>What is working well for your learners?</i>	<i>What evidence do you have of positive impact on learners?</i>	<i>What are your improvement priorities in this area?</i>		
<ul style="list-style-type: none"> <li>• HGIOS4 quality indicator self-evaluation – staff felt that we scored a ‘good’.</li> <li>• School is very nurturing and staff have high expectations for behaviour and all play a role.</li> <li>• Success both in and out of school are celebrated and this enhances our positive ethos.</li> <li>• Staff plan across different timescales effectively across all areas of the curriculum.</li> <li>• We have thorough monitoring procedures and teachers use procedures to support professional judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Our recent ‘NAC School Review’ (November 2011) highlighted forty-one specific strengths of the school across the five key aspects of the schools work (<i>QIs 1.1, 2.1, 5.1, 5.3 and 5.9</i>)</li> <li>• The HMIE ‘Focus Visit’ (<i>Religious &amp; Moral Education</i>) of December 2012 recognised considerable strengths in the focus curricular area and more broadly across the work and culture of the school. The Senior Inspector concluded that ‘<i>the ethos at Annick Primary School is quite special</i>’.</li> <li>• The school’s May/June 2017 Audit, (<i>using current HMIE questionnaires</i>) of parents, P4-7 pupils, teaching and non-teaching staff identified/confirmed several ‘<i>Key Strengths</i>’ with an exceptionally positive general response from all parties involved.</li> <li>• Our May’17 Staff Department/SMT self-evaluation of HGIOS (4) Quality Indicators and our Whole Staff detailed consideration of QI 2.3 (<i>HGIOS4: Learning Teaching and Assessment</i>) highlighted widespread good practice and an ever improving educational experience for our pupils.</li> <li>• HGIOS4 Quality Indicator self-evaluation completed during in-service day 5 (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Concentrate upon further developing the quality of planning tracking and monitoring.</li> <li>• Review existing policy to ensure recent research into teaching is reflected.</li> <li>• Create a ‘<i>Typical Tuesday</i>’ to illustrate progression across the school.</li> <li>• Review our homework policy – ensure a consistent approach across the school.</li> <li>• Develop and pilot new trackers based on benchmarks to inform professional judgements.</li> <li>• Review existing moderation procedures.</li> </ul>	Overall: 4.88 ‘Aspect 1’: 5 ‘Aspect 2’: 4.5 ‘Aspect 3’: 4.75	

3.1 Ensuring wellbeing, equality and inclusion			2017-18	2018-19	2019-20
<i>Wellbeing</i>					
<i>Fulfilment of statutory duties</i>			✓		
<i>Inclusion and equality</i>					
How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS?4 six-point scale?		
<i>What is working well for your learners?</i>	<i>What evidence do you have of positive impact on learners?</i>	<i>What are your improvement priorities in this area?</i>			
<ul style="list-style-type: none"> <li>• Staff and pupils can confidently use and discuss SHANARRI in relation to wellbeing.</li> <li>• Staff are all up to date on Child Protection Procedures, Authority Standard Circulars, Children &amp; Young People's Act, PEF and UNRCC.</li> <li>• GIRFEC is embedded throughout the school.</li> <li>• Learning dialogues with pupils and teachers are frequently carried out in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Each classroom has a FIRFEC display and a class charter.</li> <li>• HWB permeates all aspects of the curriculum.</li> <li>• Parents are fully involved in the child's education – 4 termly reports, 2 official parents meetings. They are invited to reviews and consulted about Pupil Wellbeing Plans. Any issues with pupils are dealt with promptly by SMT and parents are consulted.</li> <li>• Increase in attainment figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentrate upon further developing the fulfilment of our statutory duties.</li> <li>• Ensure that all staff, parents and partners are fully involved in improving the outcomes of our pupils.</li> </ul>	Overall: 5.25 'Aspect 1': 5.25 'Aspect 2': 5.25 'Aspect 3': 5.25		

<b>3.2 Raising attainment and achievement</b> <i>Attainment in literacy and numeracy</i> <i>Equity for all learners</i> <i>Overall quality of learners' achievement</i> <i>Attainment over time</i>		<b>3.2 Securing Children's progress*</b> <i>Progress in communication, early language, mathematics and health and wellbeing*</i> <i>Ensuring equity for all children*</i> <i>Overall quality of children's achievement*</i> <i>Children's progress over time*</i>	2017-18	2018-19	2019-20	
			✓	✓	✓	
			✓			
<b>How well are you doing?</b>  <i>What is working well for your learners?</i>	<b>How do you know?</b>  <i>What evidence do you have of positive impact on learners?</i>	<b>What are you going to do now?</b>  <i>What are your improvement priorities in this area?</i>	How would you evaluate this QI using the HGIOS?4 six-point scale?			
<ul style="list-style-type: none"> <li>Our curriculum has a clear rationale based on shared values and learners' entitlements and takes account of our local circumstances. The <i>'four capacities'</i> and <i>'seven principles of curriculum design'</i> are fundamental to all curricular planning and delivery across the school.</li> <li>Our curriculum is designed to raise standards of attainment and achievement for all. Programmes of study are built around relevant <i>'E's and 'O's</i> and we help learners acquire the key skills in literacy, numeracy and health &amp; well-being, allowing for their application in a range of contexts.</li> <li>Staff share good practice in order to improve learning and teaching through informal and formal systems.</li> <li>CfE is now well embedded across all curricular areas and all learning and teaching practices. We ensure coherent and progressive learning experiences in each area through programmes of study. We ensure pupils' progression through CfE Levels is managed closely and that all learners' needs are met through flexible pathways.</li> <li>We engage regularly in dialogue with other colleagues and partners about the impact of curriculum developments on learning and teaching in order to consistently provide a</li> </ul>	<ul style="list-style-type: none"> <li>Approximately one-third of the pupils at Annick PS have <i>'Staged Intervention'</i> targets for their learning/personal achievement. All pupils across the school are involved in setting short-term targets for themselves (<i>in conjunction with their teacher</i>) through self (<i>and peer</i>) evaluations of on-going work and through <i>'Learning Logs/Diaries'</i> with parents.</li> <li>All pupils are well aware of the high expectations that all staff have regarding behaviour, attendance, learning and achievement. Our annual <i>'Pupil Progress Report'</i> has been replaced by four smaller Termly Reports which continue to focus upon the standards set and expected by this school.</li> <li>Pupil achievements are celebrated and valued across the school.</li> <li>Our recent <i>'Audit'</i> and <i>'HMIE Focus Audit'</i> provide clear evidence that relationships and ethos across the school are extremely positive.</li> <li>The Head Teacher is the <i>'Child Protection Coordinator'</i> at the school with the Depute Head Teacher closely involved in all CP activities. Again, our Audit provides evidence that staff are clear about CP procedures in the school.</li> <li>The DHT has the job of ensuring equality and diversity across the school. These aspects of school-life are considered within each new initiative the school tackles.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrate upon further developing our attainment over time.</li> <li>Focus upon continuously raising attainment and maintaining consistent high standards over time.</li> <li>Ensure that our pupils make good progress from their prior level of attainment.</li> <li>Ensure that staff make effective use of assessments and have a shared understanding of standards.</li> <li>Further develop our robust tracking systems.</li> <li>Concentrate upon smooth transitions across the school and between schools.</li> </ul>	Overall: 4.75 <i>'Aspect 1': 4.5</i> <i>'Aspect 2': 4.5</i> <i>'Aspect 3': 5</i> <i>'Aspect 4': 5</i>			

<p>coherent experience for learners.</p> <ul style="list-style-type: none"> <li>• The school promotes '<i>Outdoor Learning</i>' extensively; this includes widespread use of the school grounds for PE.</li> <li>• We are developing a sound basis for children to develop skills for learning, life and work. The school promotes enterprise activities extensively through playground initiatives (eg. <i>the sensory garden project working with local businesses</i>), fundraising activities (eg. <i>producing gifts for sale at Christmas Fair</i>) and major events (eg. <i>the business aspect of producing the last three sessions' production of 'Oliver', 'Grease' and 'Wizard of Oz'</i>).</li> <li>• Quality Assurance Procedures ensure that '<i>pace of learning</i>' and '<i>challenge</i>' are high priority areas of each teacher's work with their pupils. New '<i>Pathways</i>' in numeracy/mathematics, the '<i>depth/breadth</i>' balance and the flexibility provided to staff to manage progression/achievement/attainment have all been key factors here.</li> <li>• We plan carefully, in consultation with parents, when introducing curriculum innovations or adaptations to meet the needs of learners, e.g. the school has clear guidance to staff, pupils and parents on homework expectations.</li> <li>• Interdisciplinary, or '<i>Cross Curricular</i>,' learning permeates the work across the school and across the day. Learning within an interdisciplinary context, ethos and life of the school and opportunities for personal achievements are well considered and permeate the work of Annick Primary.</li> <li>• Assessment is planned as part of learning and teaching and a range of internal assessments is monitored closely by staff to help ensure appropriate pace and challenge for each pupil.</li> <li>• Staff track pupil progress across the curriculum using a variety of measures and clearly identify benefits to learners from planned curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The recent HMIE '<i>Focus Visit</i>' on '<i>Religious Observance and RME</i>' identified an extremely positive and well-balanced approach here at Annick PS for this curricular area. Our RME programme was praised and our ethos was considered to be '<i>quite special</i>'.</li> <li>• An increased percentage of our pupils achieving the age-appropriate Level/Grade across all areas of literacy and across mathematics.</li> <li>• A reduced number of our pupils who are '<i>not yet working within</i>' the age-appropriate Level/Grade across areas of literacy and across mathematics.</li> </ul>		
---	---	--	--

<p>change and innovation.</p> <ul style="list-style-type: none"> <li>• It is clear from the results of our recent '<i>Parent Audit</i>' and '<i>P4-7 Pupil Audit</i>' that both of these groups feel strongly that staff at the school really know their children very well.</li> <li>• Our tasks, activities and resources provide support and challenge to enable all learners to reach their potential. The '<i>P4-7 Pupil</i>' and '<i>Parent Audits</i>' highlight the fact that there is a high level of confidence that the individual needs of all pupils are being met effectively.</li> <li>• '<i>Staged Intervention</i>' procedures play a key role in identifying and managing our pupils with additional learning needs. Teachers are proactive in ensuring that factors which may hinder learning are promptly identified and addressed effectively. They identify, review and evaluate learners' needs successfully with parents and learners fully involved in the process – at present, approximately one third of our 356 pupils are on staged intervention procedures.</li> <li>• Most classroom assistants provide valuable support to individual learners by contributing towards their individual learning needs.</li> <li>• Transition arrangements from class to class within the school work well; considerable time is allocated to support the passing of information in late June each year. Our curriculum transition procedures and programmes effectively meet the needs of all learners.</li> </ul> <p>Transition from nursery to P1 involves an extensive '<i>visit</i>' programme to the school in the summer term; staff also make visits to each of our feeder – nurseries (<i>ten this year</i>). All teachers are committed to building on pupils' prior learning and meeting their needs.</p> <p>Transitions from P7 to S1 work well with extensive liaison and numerous P7 visits each year. Pupil confidence has increased, enabling more effective starts to secondary schooling.</p>			
--	--	--	--

<b>QI of Head Teacher's Choice (Changes annually – will be a focus in Visit 3)</b>	<b>2.5 Family Learning</b> <i>'Quality of family learning programme'</i>	<b>2017-18</b>	
		✓	
<b>How well are you doing?</b> <i>What is working well for your learners?</i>	<b>How do you know?</b> <i>What evidence do you have of positive impact on learners?</i>	<b>What are you going to do now?</b> <i>What are your improvement priorities in this area?</i>	How would you evaluate this QI using the HGIOS?4 six-point scale?
<ul style="list-style-type: none"> <li>• Very high levels of satisfaction and trust amongst parents/carers with the quality of service provided by Annick PS.</li> <li>• Families welcome the introduction of the Family Learning Team.</li> <li>• Ever improving situation <ul style="list-style-type: none"> <li>- Parental engagement in their child's learning.</li> <li>- The number of families directly engaging with the school.</li> <li>- A broad understanding of GIRFEC.</li> <li>- The promotion of equality, fairness and diversity.</li> <li>- Addressing the impact of poverty upon learning and achievement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Results of annual parent audit (<i>HMIE questionnaire</i>).</li> <li>• Results from staff self-evaluation of QI 2.5 (<i>May '17</i>)</li> <li>• Feedback from the Family Learning Team's, Family Learning Survey, Parent Evening Audit and Summer Fun-Days Questionnaires.</li> <li>• Feedback from parent evenings and termly Pupil Progress Reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentrate upon further developing the quality of our family learning programmes.</li> <li>• Ensure that families are fully engaged in stimulating, challenging, relevant and enjoyable programmes and events.</li> <li>• Focus upon consulting with families in order to meet their needs.</li> <li>• Strive to engage families and to increase their aspirations.</li> <li>• Ensure that we record and celebrate any achievements and successes.</li> <li>• Maximise the impact of the Family Learning Worker and our new PEF staff in their work with '<i>MVP families</i>'.</li> </ul>	Overall: 4.5 'Aspect 1': 4.75 'Aspect 2': 4.75 'Aspect 3': 4.25