

EDUCATION AND YOUTH EMPLOYMENT

# Standards and Quality Report

2017

BUILDING  
BRIGHT  
FUTURES

## Annick Primary School



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

## Our school:

### Context of the School

- Annick Primary School is a non-denominational school serving the Girdle Toll area of Irvine. It shares a campus with Stanecastle Special/Nursery.
- The school roll has increased steadily in recent years growing from 230 in 2008 to 359 for August 2017.
- The school has a fifteen-class structure with a 18.0 FTE staffing allocation for 17/18 plus a 0.6 FTE 'Additional Support for Learning' teacher. There is a HT, DHT. (0.5 class committed), two DHTs, one PT post (shared across two teachers) with several classroom assistants and two clerical assistants.
- The school places a high priority in supporting our 'Most Vulnerable Pupils'.
- The school has ever-improving rates of attainment of pupils achieving 'age-appropriate' Curriculum for Excellence Levels.
- The school has ever-decreasing number of pupils who are 'not yet working within' age-appropriate CfE Levels.
- The school enjoys consistently high levels of satisfaction from its parent body, pupils and staff across all areas of school-life.

## How successful has the school been at improving excellence and equity?

### School Priority 1(a):

Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics

#### National Improvement Framework Priority

Improvement in attainment particularly in literacy and numeracy

How Good is Our School? (version 4) Quality Indicator 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

**Embed the principles and practice underpinning the NAC Early Level Numeracy Progression Framework and implement the NAC First Level Numeracy Progression Framework across the school to help increase pupils pace of learning.**

- All teaching staff have taken part in three sessions at the PLA on the NAC First Level Framework. All teachers received a copy of the framework.
- The Numeracy working party held a collegiate session to update staff on changes within maths and shared a range of resources and activities that could be used and adapted across the school.
- New statements have been produced to further help teachers planning for numeracy and maths and a 'perfect maths lesson recipe' has been created as an at a glance guide for teachers.
- Mrs McGregor (PT) took part in the 0.2 Leadership for Numeracy and Miss Ryrie took part in the Nurturing Number Sense at the PLA. This consisted of a range of practical activities, professional reading, and a small group intervention. The small group showed a significant improvement in the understanding of number.
- Across the infant department, the staff have begun using Numicon and Cuisinairre Rods to support the children's learning and there is an increase sharing of resources and collaborative planning across the department.
- New pathways have been developed at First and Second Level stages 2 and 3 to help teachers consider the pace of learning. Both these plans incorporate the new Numeracy benchmarks. The First Level planner also has links to the NAC First Level Framework.
- All three primary 2 classes have groups of children which have completed the 1st Level: Stage 1 pathways and are currently working on 1st Level: Stage 2, almost all will be on track to start Stage 2 in August. Primary 1 are in a similar situation with the Early planner. Primary 4 also reported that they felt more children were on target.
- All staff feel that children are showing confidence in their mental strategies.
- The support of the PLA has been extremely helpful in creating additional 'Problem Solving Planners' and Mrs McGregor and Miss Ryrie felt that the professional reading and dialogue aspects of their courses had helped them to develop and base the changes in academic research.

**To develop a consistent approach to numeracy and mathematics progression as senior pupils prepare for the transition to secondary ensuring all pupils needs are met.**

- Cluster moderation of P5-7 numeracy work- Irvine Royal maths tests these were used as part of the moderation exercise. The P7 pupils were assessed again prior to moving into S1.
- Irvine Royal maths teacher came to observe our mental agility teaching with a view to extending the strategies into S1.
- New wave mental will further help develop children's mental strategies and this has been rolled down the school. All children from P2 upwards sit a written mental test each week.

- New numeracy and maths planners have fewer I can's to help with the pace of learning, with a view to more P7 pupils attaining Second level before moving to secondary school.
  - The moderation activity gave senior staff an opportunity to discuss other schools' ways of working and planning. Irvine Royal staff feel that Annick have a good grasp of where our pupils are.
  - The use of the New Wave mental maths in other schools served to highlight that written mental maths has always been a key part of Annick's numeracy teaching.
  - The aim of the new stage 2 and stage 3 planners is to help with the pace of learning and encourage teachers to be mindful of the benchmarks and the completion of almost all a section before moving on. This, used in conjunction with the standardised assessments will help teachers in their professional judgements and in turn help our overall pace of learning and attainment levels.
- Irvine Royal have been approached about resources and topics for able pupils who will already be working at Third Level and resources have been bought to support these pupils.

#### Next Steps:

- Use of the Pupil Equity Fund to buy key practical resources and teachers support materials for across the school.
- Ensure a consistency of approach across all stages in the school.
- Regular opportunities for professional dialogue and shared planning to ensure the ethos of the First Level Framework is extended to Second Level.
- Continue to monitor and evaluate the Number talks/ mental agility programme – linking with St Winnings Primary school to get support in managing Number Talks with mixed ability groups.
- Add benchmarks to Early pathway and links to the Early Framework and First level framework in 1st Level: stage 1
- Continued support from Irvine Royal Maths department in moderation, transition and working with our most able pupils. Support in implementing the P7 tests to ensure a consistency of approach.

Cluster moderation to ensure schools share a common understanding of children's achievements.

## How successful has the school been at improving excellence and equity?

### School Priority 1(b):

Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics/Literacy

National Improvement Framework Priority

Assessment of Children's Progress

How Good is Our School? (version 4) Quality Indicator 2.2, 2.3, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

#### Progress, impact and evidence:

- Two staff members attended Tapestry training provided by N.A.C which enabled them to plan and lead 6 TLC sessions for the school staff focussing on improving teacher professional judgement.
- The TLC sessions enabled school staff to reflect on how and what evidence is currently being collected. It should be valid, meaningful, and manageable coming from a variety of sources to develop a clear assessment picture of learners' attainment and achievement.
- The original priority for the work on ITPJ was planned for Literacy and Numeracy. However having found the initial leader workshops quite challenging the trained staff felt that Science would be a more effective area to proceed with while developing colleagues' knowledge, skills and understanding of planning for assessment using an assessment matrix.
- The assessment matrix was trialled in P1/2 and P4 in term 2 and term 3 by the Tapestry trained staff members. Both felt that this method of planning for assessment provided a clearer focus for observations and making judgements on the impact of the learning while encouraging them to consider a 'say, write, make, do' approach to assessment tasks.
- The remaining staff members planned for assessment using the matrix during term 3, implementing the process in term 4 as part of the large Science topic. All planned to use a variety of 'say, write, make, do' approaches for their assessment activities with a final assessment design task at the end of the learning.
- Evaluations from staff have stated that they found this model of planning for assessment to be beneficial to their practice as it ensures a clear progression through knowledge and skills ('chunks of learning') to achieve the CfE experience and outcome or benchmark ('the big idea'). The final planned assessment design task then allows learners to display their ability to apply learned knowledge and skills in a meaningful context.

The final TLC session gathered feedback from staff on areas for development for gathering evidence and tracking attainment and achievement. Comments from this process will be used to inform next steps in session 17/18

#### Next Steps:

- To plan for assessment using the assessment matrix method next session for the four areas of Science asking staff to evaluate impact at the end of session 17/18.
- Consider if this method of planning for assessment would be beneficial and manageable in other curricular areas.

To review school procedures for gathering evidence and tracking attainment and achievement across the curriculum in line with the benchmarks.

## How successful has the school been at improving excellence and equity?

### School Priority 2:

Enrich the quality of learners' experiences and attainment in Literacy

#### National Improvement Framework Priority

Improvement in attainment particularly in literacy and numeracy

How Good is Our School? (version 4) Quality Indicator 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

#### Improve pace of learning and achievement across the school

- All ORT resources are now in place and being used across P1 and P2. Clear pathway has been established to ensure progression and improve pace. The working party have produced a range of suitable resources to support the development of reading and comprehension in the early years.
- Working party have looked the resources being used across the school to support the development of comprehension skills. A new resource, Brilliant Publications, has been trialled in P3-P7. These resources have proved to be popular and the staff are happy with the results achieved.
- Mrs Gaw has taken part in the 0.2 Leadership in Literacy at the PLA. This involved working with 2 small groups from Primary 3 who were working at a significantly lower level in reading. The intervention looked at identifying specific comprehension strategies and supporting the children to develop their use. The intervention has been highly successful and highlighted the need to develop higher level skills in struggling and reluctant readers. Most of the group showed an improvement in their comprehension by the end of the intervention. Through the course of the intervention we have looked at various resources being used in other authorities. This led to the working party inviting the PLA into the school to look at The Stonelaw materials and Active Literacy for use across the school.

#### To develop a consistent approach to listening, talking, reading and writing.

All staff were involved in moderation exercise using benchmarks. This resulted in working party re-evaluating plans for assessment in reading, writing, and listening and talking. Reading assessment criteria has been devised, discussed with staff and put into use across the school with clear guidelines on use.

#### Next Steps:

- Look at extending the ORT resources into Primary 3, helping to ensure a consistency of approach.
- Pupil Equity Fund will be used to purchase new comprehension resources for across the school. It will also be used to buy Active Literacy to initially support MVP's with a view to extend this approach across the school, with the provision of training for staff which the PLA state is essential.
- A collegiate will be organised to allow Mrs Gaw to share the methods and resources from her time at the PLA with a view to all staff introducing good practise across the school.

Assessment guide for listening and talking and writing will be presented to staff at the In-service Day with a view to using these in session 2017-18 in order to improve pace of learning and act as a guide for teachers professional judgement.

## How successful has the school been at improving excellence and equity?

### School Priority 3:

Addressing recommendations of Developing Scotland's Young Workforce – inspiring and empowering our pupils

#### National Improvement Framework Priority

Improvement in employability skills and sustained, positive school – learner destinations

How Good is Our School? (version 4) Quality Indicator 3.3

How Good is Our Early Learning and Childcare? Quality Indicator

#### Progress, impact and evidence:

- Extended opportunities for all pupils to relate learning experiences to the world of work.
- Extended opportunities for senior pupils to develop their potential career choices.
- Extended opportunities for improved liaison with secondary education.
- Extended opportunities for pupils to develop creative, presentation and reflective skills; '*empowerment*' and '*enrichment*' focus.
- Enhanced links across the local business community.
- Improved aspirations and '*can do*' attitude across all pupils.

#### Next Steps:

- Further develop our '*World of Work*' annual Fair and our links with commerce and business.
- Continue to promote a '*World of Work*' focus within the curriculum, ensuring that a '*real-life*' agenda is to the fore.
- Continue to develop our senior pupils' leadership skills – *their creativity and robustness*.
- Continue to focus upon our '*MVPs*' in developing an equitable approach.

## How successful has the school been at improving excellence and equity?

### School Priority 4:

To develop positive, effective and proportionate practices and procedures in school self-evaluation and performance-improvement

#### National Improvement Framework Priority

- Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics
- Assessment of Children's Progress
- Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics/Literacy
- Addressing recommendations of Developing Scotland's Young Workforce – inspiring and empowering our pupils

#### How Good is Our School? (version 4) Quality Indicator

1.1, 1.3

#### How Good is Our Early Learning and Childcare? Quality Indicator

#### Progress, impact and evidence:

- Whole-staff consideration of HGIOS4 quality indicators and themes show continued high performance across all areas.
- Focused consideration of key quality indicators highlights specific '*strengths*' and '*areas for development*'.
- New '*quality assurance and improvement*' practices and procedures have enhanced performance and reduced bureaucracy.
- Pupil attainment has increased following a review of '*learning and teaching*', tracking and assessment procedures.
- Consideration of our Most Vulnerable Pupils was at the heart of the development of our '*Pupil Equity Fund*' priorities.

#### Next Steps:

- Further develop the school's reflective practices around key aspects of HGIOS4 and the National Improvement Framework.
- Further develop our '*looking inwards/looking outwards/looking forward*' practices and procedures.
- Continue to consider all self-evaluation and performance improvement practices.



## How successful has the school been at improving excellence and equity?

### School Priority 5:

To further enhance the GIRFEC model by developing a nurturing approach, restorative practises and RRS agenda across the school

#### National Improvement Framework Priority

Improvement in children and young people's health and wellbeing

#### How Good is Our School? (version 4) Quality Indicator

3.1 Ensuring wellbeing, equality and inclusion

#### Progress, impact and evidence:

At Annick we ensure our pupils and their families are at the centre of decision-making about the support available to them: aiming to ensure needs are identified as early as possible to avoid bigger concerns or problems developing, working together in a coordinated way to meet the specific needs and improve the wellbeing of all children in our care.

#### GIRFEC/HWB:

- Interactive wheel was completed by staff to audit knowledge and understanding of SHANARRI in order to take forward 3 indicators. Staff are confident with using indicators in their day to day running of the class resulting in pupils HWB issues being addressed more accurately. Wellbeing Plans are confidently completed by staff. Pupils are able to use the language of SHANARRI.
- HWB Planners with progressive pathways are being used throughout the school from P1 – P7. As a result of this HWB permeates all aspects of cross curricular work.

#### Nurture:

- Nurture Audit was completed by staff. Nurture statement was produced to support PPR. Working Party have been to visit a Nurture Class at Springside Primary to look at examples of good practice and resources that can be used to support pupils with additional needs. The pupils feel safe and secure in school, with a positive ethos enhancing good behavioural practises.

#### Rights Respecting School:

- Record of Commitment has been achieved. RRS is embedded throughout the curriculum – *links with GIRFEC/SHANARRI*. All classes have a class charter, created by the pupils in their classes. P6 did their assembly on RRS to raise awareness. Both pupils and staff completed an audit on their knowledge and understanding of RRS which helped gauge what steps Annick had to take to increase both staff and pupil knowledge. RRS Committee was set up and a notice board is now on display within the school.

#### Restorative Practice:

- This has been implemented in a small number of classes. P5 have made full use of this approach and implemented this within their daily classroom practice – *it has allowed the pupils to think more carefully about their actions and consequences to others*. This approach has been used with certain pupils within the school with successful discussions resulting in the behaviours not happening again.

## **Next Steps:**

August 17 – June 18

### **GIRFEC/HWB**

- Parental Workshop on SHANARRI and GIRFEC Agenda to be organised by DHT and Emma Dunn (*Family Learning Worker*) **Aug 17 - Oct 17**
- 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. **Aug 17 – June 18**
- Pupils to complete/evaluate their own SHANARRI Wheel with teacher and parent. **Aug 17 - June 18**

### **Nurture**

- Take forward results from staff audit – input from Educational Psychologists involved in nurture. **Aug 17 - Oct 17**
- Re-introduce ‘Buddy’ classes to support inclusion. **Aug 17**
- Raise awareness of Boxall profiles **Sep 17**
- Further develop PPR by using PEF for classroom assistant to work alongside Family Learning Worker - *make better use of ‘The Harbour’* **Aug 17 – June 18**

### **Rights Respecting School**

- Further staff training to support RRS across the curriculum to help to progress to Level 1. **Sep 17 – Oct 17**
- Whole School Charter to be agreed. **Aug 17 – Sep 17**
- ICEPack will also be used to enhance RRS **Aug 17 – June 18**
- Linking RRS with Restorative Practice establish pupil and classroom assistant mediators. **Aug 17 – Dec 17**

### **Restorative Practice**

- DHT to present theory behind Restorative Practice **Sep 17**
- Audit to staff ‘*How Restorative am I*’ **Sep 17**
- Raise awareness to all staff of 5 key questions **Sep 17**
- Parental workshop run by DHT and Educational Psychologist **Jan 18**

## What is our capacity for continuous improvement?

Quality Indicator	School's Evaluation
1.3 Leadership of change	4.5
2.3 Learning, Teaching and Assessment	4.88
3.1 Ensuring wellbeing, equality and inclusion	5.25
3.2 Raising attainment and achievement	4.75

### **Overall Capacity For Improvement – strengths and next steps**

*Please provide a concluding evaluative statement of the school's capacity for continuous improvement, giving a few examples of strengths or good practice and identifying what high level themes you will be working on in the year ahead.*

As a cluster we feel we work collegiately and in partnership with each other. There have been a number of very positive cluster transition events, activities and sharing best practice sessions that we would like to continue to develop next session.

We are ambitious for all our young people and are committed to ensuring we continue to work collegiately and collaboratively to relentlessly focus on excellence, in every sense of that word, to support, nurture, inspire and enthuse our young people to be the best they can be.

We are proud that last year there were numerous opportunities for staff and students in the Irvine Royal Academy Cluster to work closely with our cluster primaries to lead sporting events, learning workshops, sharing best practice sessions in literacy and numeracy, STEM days and Health and Wellbeing days. We will continue to work closely across the cluster to explore, develop and enhance opportunities for our students.

#### **Cluster Focus 2017-2018**

The high level priorities for the cluster are to continue to focus on raising attainment in numeracy.

We will also be focusing on literacy – sharing best practice visits will be arranged to ensure consistency of approaches to assessment and moderation of achievement of a level over the course of the year.

A cluster inset day on literacy/numeracy assessment and moderation of achievement of a level is scheduled for October 2017.

We will continue to focus on developing and embedding the principles of Developing the Young Workforce to ensure that all young people are making realistic and informed choices about future careers based on the skills they are acquiring in school.

### Next Steps:

- There is much work to be done across the cluster to improve achievement and attainment in numeracy and literacy.
- Learning and teaching sharing best practice visits must take place between primary and secondary staff across the year to develop staff capacity and to collaborate on moderation of BGE work in both literacy and numeracy to ensure consistency.
- Cluster assessment and moderation event will take place on October 2017 Inset day.
- Literacy will also be a key focus for the cluster next session – sharing best practice visits and assessment and moderation work must happen to develop staff confidence and ensure consistency and accuracy on achievement of a level.
- Literacy and numeracy staff in Irvine Royal Academy to work closely with primary colleagues to ensure they are well versed on primary course plans and content in order that pupils are appropriately challenged when coming to S1.

Annick Primary School has the vision, energy and talent to continue with our long-standing continuous improvement agenda. Our 16/17NAC E&YE *'Quality Assurance and Improvement'* feedback together with our staff June '17 HGIOS4 audits and our wide – ranging June '17 HMIe audits reinforce our belief that we are delivering a high-quality learning and teaching environment for all our pupils. This situation is further reinforced by our 16/17 *'Family Engagement Survey'* results (*organised by the Family Learning Team*) which also highlights extremely high levels of satisfaction noted by parents/carers across a wide-range of aspects of school life.

Our tracking of our pupils' Curriculum for Excellence attainment levels is comprehensive and effective in closely monitoring progress across all areas of the curriculum. Our ever-improving situation, regarding more pupils achieving *'age-appropriate levels'* and less pupils *'not working within the age appropriate level'* is encouraging. With our new, improved, tracking procedures fully in place for Session 17/18 there is widespread confidence across the school community that enhanced accuracy and improved attainment is possible.

The school's focus upon an enriched, equitable experience for our *'Most Vulnerable Pupils'* is well-established. We pride ourselves on the care we take to identify and work towards providing a *'level playing field'* for our 'MVPs' – some of this involves initiatives which support all our pupils and families but much is targeted and involves a *'positive discrimination'* approach. With the introduction of the Scottish Government's *'Pupil Equity Fund'* we believe that we can take this *'equity'* agenda to a new level with enhanced support through literacy, numeracy and health and well-being initiatives.

On a more general theme, we shall be reviewing our *'Learning, Teaching and Assessment'* and our *'Classroom Management'* practices and procedures in order to improve the guidance for staff, reduce bureaucracy and promote enhanced practices and procedures across the school. This evaluation and improvement in *'foundation'* areas of school-life will have the capacity to enrich all six of the key drivers of improvement within the National Improvement Framework.