

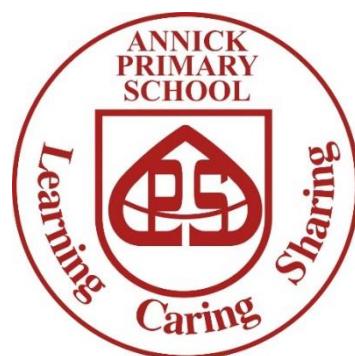
EDUCATION AND YOUTH EMPLOYMENT

Standards and Quality Report

2019

BUILDING
BRIGHT
FUTURES

Annick Primary School



Annick Primary School



North Ayrshire Council
Comhairle Siorrhachd Àir a Tuath

Our 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 398 for August 2019.
- The school has a fifteen-class structure with an 18.0 FTE staffing allocation for 17/18 plus a 0.6 FTE 'Additional Support for Learning' teacher. There is a HT (*0.6FTE with an acting head in place 0.4 FTE*), 2 (*0.5 class committed*), DHTs, 2 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:

Cluster: Develop staff understanding of ACEs (*Adverse Childhood Experiences*) to reduce inequalities for our learners.

National Improvement Framework Priority

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:

- All staff attended Resilience screening in September which provided an insight into how trauma impacts a child's development.
- On the February In-service day the whole staff took part in the Barnardo's Trauma Informed Practise Input. This increased staff awareness of trauma and how it can manifest itself in children's behaviour.
- Opportunities for staff to discuss what they are currently doing to support the emotional and mental wellbeing of learners.
- The Health and wellbeing (HWB) working party familiarised themselves with the North Ayrshire Council's HWB strategy document. They have revised the annual HWB overview in line with the six strands of the document.
- A new planning pathway has been created incorporating the HWB strategy looking at a whole-school approach, the six strands and progression across all stages.
- The ICEpack is now well embedded in every stage across the school. Teachers are using the resource to target learning opportunities as issues and to support whole class learning. The ICEpack training offered by our Family Learning Team was cancelled due to lack of interest from parents.
- Health fortnight was very successful with a range of visitors and activities planned and delivered across the school. This year there was a focus on emotional and mental wellbeing.
- Our Family Learning Team delivered two CEOPs internet safety programmes to our parents and Mrs Kennedy has completed the training to become a trainer.
- PEEP was offered to all new Primary 1 parents and children in Term 1 but this was not well attended, when offered to P1-3 later in the session we had a larger response. A range of activities are shown to parents which can be replicated at home and each session is evaluated to enhance planning.

Next Steps:

- Assessment of children's progress
- Staff continue to support the emotional and mental wellbeing of all pupils.
- Our identification of Most Vulnerable Pupil's ensures equity for all learners; through opportunities and experiences offered.
- Further work with the Cluster to become trauma informed for our youngest learners.
- New planning pathway will be rolled out in August 2019 as a working document with a view to being populated by teachers
- HWB group (*pupils, parents, and staff*) to take forward the Anti-bullying strategy, Respect for All.
- PEEP sessions will continue to be offered to our parents in P1-3 and consideration will be given to how we can support our learners in Primary 4.

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

School Priority 2:

Development of Reading throughout the school to ensure high quality learning and teaching.

National Improvement Framework Priority

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

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

Dyslexia Policy and Procedures

- A policy statement, including flow chart detailing the process of assessment procedures is in place and has been reviewed to ensure a robust approach.
- Staff are becoming increasingly confident in following the protocol for identification of severe and persistent literacy needs and the two routes for identifications to be followed – staff or parent request.
- There have been some issues with using the IDL platform which Mrs Kennedy (*DHT*) will pursue to ensure this resource can be used. Toe by Toe is now available for pupils in P5-7, as appropriate.

Teaching of reading

- Reviewed the current literacy practice across the school and looked at how to fit in new initiatives. As a result practice across the stages was modified. As part of this consultation a decision was made over ‘essential’ parts of the programme SHORS should be part of weekly programme, along with a weekly writing and a talking and listening input. Elements such as Guided reading, Talk for writing and story grammar teachers are encouraged to use these appropriately.
- Invited the PLA in for input on PM benchmarking is used and the theory behind it. This led to training on using a running record.
- The working party decided to Book band across to provide a wider range of reading materials. A lot of time was spent researching how to do this and the resources to do this. The approaches have encouraged children to apply key comprehension skills to any text and this is beginning to be evidenced through tracking of teachers professional judgements. Children are becoming increasingly confident in picking up unfamiliar texts. We feel that this will also help the learner’s self-esteem and allow for more fluid groupings and ensure that children are not ‘stuck’ in a group.
- The working party considered how best to design the planners to support teachers make professional judgements for supporting children moving throughout the book bands and a guide to support this.

- Training for all staff from PLA on the use of guided reading, talk for writing. EYPs received training from PLA on story grammar intervention and this has been used to support less confident writers across the infant department.
- Branch of working party identified and purchased resources suitable to support reading in the senior end.
- Teachers are becoming increasingly confident in using the literacy assessment grids as part of their ongoing assessment process. It is being used to support and challenging professional judgements as part of the ongoing process of raising attainment in reading.

Next Steps:

- Further work on the use of the IDL and teacher training is required around this.
- The creation of dyslexia boxes to support learners
- Complete book banding books
- Update existing plans
- Create a teacher's guide to use book banding.

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

School Priority 3:

Cluster: To develop the moderation of writing across the cluster to ensure consistency in teacher's professional judgement.

National Improvement Framework Priority

How Good is Our School? (version 4) Quality Indicator [1.1, 1.5](#)

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

Cluster moderation of writing

- Due to change in staff at the Irvine Royal Academy this was not fully explored and will form part of our Improvement Priorities next session.
- Our Literacy Co-ordinator attend a meeting which shared existing practise from across the cluster.
- Annick Primary School Literacy Assessments, focussing on the benchmarks to support teacher's professional judgement were shared.

Teaching of writing

- PLA intervention 'Talk into Writing' with core group of pupils at P4 who might not achieve First Level. This was extremely successful and all learners writing improved dramatically.
- Story grammar intervention from PLA allowed all our Primary 1 pupils to explore the structure and importance of talking about their writing. As part of this we trained our Early Years Practitioners in this intervention, this allowed the intervention to continue after the PLA had left. Our EYPs focussed on our least able in P1-3 to help them develop their writing skills.
- 0.2 phonics intervention training member of staff to deliver and phonics based intervention. This was extremely successful and will be continued in the new school year.

Next Steps:

- Cluster moderation of functional writing will form a key priority for next session.
- Strategies used by the PLA for Talk into Writing will be used as part of the tools teachers use to teach writing, especially the use of cold and hot tasks.
- Story Grammar to be offered to our new P1s and nursery children in addition to being used to support our least able learners.
- The phonics intervention will be used in P1 by Mrs Mitchell and she will train our EYP and Early Years Teachers to support our learners.

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

School Priority 4: Utilise the PEF to effectively reduce the gap in attainment in literacy and numeracy.

To review numeracy assessment procedures and ensure consistency across P1-7 to improve levels of attainment and achievement for all learners.

National Improvement Framework Priority

- Assessment of children's progress
- School Leadership
- School Improvement
- Teacher professionalism
- Performance Information

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

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

- The numeracy and mathematics working party reflected on existing key points for assessment. This review has led to adjustments across each stage of learning to provide a broad, progressive overview of knowledge and understanding of numeracy and maths concepts within each level.
- When planning the content of each assessment, experiences and outcomes were carefully considered alongside benchmarks to ensure appropriate progression across all stages and levels. Current teaching tools/methodologies such as the numeracy frameworks, theories underpinning number discussions and research based evidence have been incorporated into this planning phase to ensure assessment tasks reflect the work of the class.
- Feedback from staff and pupils stated that the format of current assessment questions can often be unnecessarily complex and confusing. Assessment questions have been crafted to challenge learners appropriately in their fluency, reasoning and mastery of numeracy and maths concepts with simplified presentation and layout applied to all tasks ensuring consistency across stages and levels. Space has been left for learners to complete calculations using a method of their choosing, allowing them to display greater depth of understanding of concepts rather than one specific process.
- As assessments were designed, the working party moderated marking criteria to ensure a standardised approach was in place for all.
- The intended impact of this review is to ensure our assessment is accessible to all, existing barriers to learning should have no impact on learner success, only numeracy and maths knowledge and skills are being measured.
- Primary 1, 4 and 7 pupils complete SNSA testing with Primary 3 and Primary 6 continuing to complete PT maths assessments. Teaching staff and the senior leadership team use the results of such assessments to support or indeed challenge professional judgement of attainment for our learners. Data gathered is also used to identify next steps in teaching and areas for development in programmes of study.

- As well as a range of summative assessment tasks, staff are continuing to work alongside stage partners to plan holistic assessments. Learners are provided with opportunities to link learning where appropriate, applying knowledge and skills to wider contexts. This approach is providing our learners with enriching experiences which deepen their understanding of numeracy and maths concepts.
- Continued improving attainment for almost all of our learners is evident from our tracking and monitoring data.

Next Steps:

New assessments will be reviewed by working party members ahead of issue for session 2019/2020. Staff will provide feedback on effectiveness of the new format. Continue to use a range of formative and summative assessments to support professional judgements and track learners' attainment and achievement.

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

School Priority 5:

Cluster: To review and develop the existing P7/S1 transition to ensure a positive and sustained post – school destinations for our learners.

National Improvement Framework Priority

How Good is Our School? (version 4) Quality Indicator [2.1, 2.3](#)

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

- Gillian Pryce DHT Irvine Royal Academy (*IRAc*) will lead cluster development in this area.
- JASS programme will be continued with new P7 and introduced to new P6.
- Further develop links with IRAc to enhance subject area interest and transition procedures.
- Work with the Family Learning Team to develop ICE Pack monthly transition workshop.
- After Annick Focus – providing opportunities for pupils to be involved in activities to prepare them for life at secondary school.
- Irvine Royal challenge days allow children to experience a range of subjects.
- Access to sphere for MVPs preparing for transitions.

Next Steps:

- Embed literacy and numeracy methodologies and programmes over the last year.
- Continue to develop links across the cluster and with Irvine Royal Academy to support our learners.
- Cluster moderation events for literacy and numeracy to ensure consistency across the schools.

What is our capacity for continuous improvement?

Quality Indicator	School's Evaluation
1.3 Leadership of change	5
2.3 Learning, Teaching and Assessment	5
3.1 Ensuring wellbeing, equality and inclusion	5
3.2 Raising attainment and achievement	5

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.

Last session we used our Early Years Practitioners to raise attainment in P1-3, they worked closely with the Professional Learning Academy (*PLA*) to deliver story grammar interventions and delivered PEEP sessions with our P1-3 families. The staff received training in the teaching of writing and this, along with our Assessment Benchmarks, is helping to raise attainment in this area. The PLA worked with our Primary 4 pupils help develop writing and pupil confidence in writing and this was extremely successful.

In Session 2019-20 we have a strong focus on developing our Early Curriculum and establishing links with Stanecastle Early Years staff and children ahead of the move to Annick in August 2020. A series of team building and planned learning has been identified and members of the Senior Leadership Team will be involved in Council quality assurance procedures for the Early Years to help prepare for this move. An EYC manager will be appointed by Easter 2020. There will continue to be a focus on moderation within the cluster to ensure consistency across the cluster schools.