



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

## Education and Youth Employment

### Annick Primary School

### Improvement Plan 2019-20



# Vision, Values and Aims

## 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 and the Parent Council.
- Promote the professionalism of staff through an agreed staff development programme.

## Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

### Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

### Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

## 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 & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

**Aspiring Communities** - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

**What we'll do to ensure our children and young people experience the best start in life**

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

## Strategic Plan 2019-20: Annick Primary School

<p><b>School Priorities</b></p>	<p>Review and update Annick Primary School's anti-bullying policy.</p>	<p>Annick Primary and Stanecastle Early Years will consider existing good practice within North Ayrshire Council to develop Early Level Literacy, Numeracy and Health and Wellbeing approaches across the two centres to reach a common understanding of good practice.</p>	<p>Review leadership of Early Years Centre considering practice, management and leadership and work to develop relationships and partnerships HGIOS 4:</p>	<p>Cluster: To develop the moderation of writing and numeracy, with a key focus on problem solving and retention, to ensure consistency in teacher's professional judgement.</p>
<p><b>High Level Objectives</b></p>	<p>An anti-bullying policy is commitment to develop a respectful, equitable and inclusive culture and ethos.(Respect Me website)</p>	<p>Work with Early Years team, Stanecastle Early Years and the PLA to review and update Early Level approaches across the two centres to ensure consistency in understanding and practice.</p>	<p>That the management team consider current practices and reach a common understanding of effective self-evaluation practises and procedures relating to HGIOS4, HGIOELC and Building the Ambition.</p>	<p>We will ensure all relevant staff work to develop agreed moderation in writing and numeracy – sharing knowledge and agreed standards across cluster schools.</p>

## Strategic Plan 2019-20: Annick Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Two Early Year's Practitioners to support our P1+P2 pupils, including MVP's who 'may not achieve the level' with a particular focus on literacy, numeracy and health and wellbeing.*

Cluster Principal Teacher to support transition and moderation across the schools.

0.4 Classroom assistant with a focus on supporting literacy and numeracy across Primary 3 and 4, to help close the attainment gap in the early stages of the school.

## Detailed Action Plan 2019-20: Annick Primary School

School Strategic Priority:		Review and update Annick Primary School's anti-bullying policy.				Linked to Directorate Priority: 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
An anti-bullying policy is commitment to develop a respectful, equitable and inclusive culture and ethos.(Respect Me website)	3.1  NIF Improvement in children and young people's mental health		<ul style="list-style-type: none"> <li>Review of existing Annick Primary School policy.</li> <li>Review of Respect Me resources and NAC Anti-bullying policy for key features.</li> <li>Special attention will be spent on online issues – CEOPs training and information for staff, parents and pupils.</li> <li>Consult range of pupil voice committees, Family Learning Team and parents to create an Annick definition of bullying.</li> <li>Write an updated Annick Primary School policy agreed by all parties which will include North Ayrshire Council's draft Promoting Positive Relationships policy.</li> <li>Implement and review new policy taking into account guidance from Respect Me</li> </ul>	June 2020 Depute Head and working party	<p>All our learners will feel respected and included.</p> <p>A clear definition and understanding of what constitutes bullying.</p> <p>Create a range of strategies to respond to and prevent bullying.</p>	Parental and Learner questionnaires will be used to establish a baseline and post event understanding.

## Detailed Action Plan 2019-20: Annick Primary School and Stanecastle Early Years

School Strategic Priority:		Annick Primary and Stanecastle Early Years will consider existing good practice within North Ayrshire Council to develop Early Level Literacy, Numeracy and Health and Wellbeing approaches across the two centres to reach a common understanding of good practice.				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
Work with Early Years team, Stanecastle Early Years and the PLA to review and update Early Level approaches across the two centres to ensure consistency in understanding and practice.	2.2 2.3  NIF Improvement in attainment  Closing the attainment gap between most and least disadvantage children  Improvement in children and young people's mental health	Yes – Use of Early Years Practitioners to support.	<ul style="list-style-type: none"> <li>• Work with Early Years' service and Stanecastle Early Years to gain understanding of planning, teaching and learning – use of planning model and individual milestones as planning tools.</li> <li>• Lauren Patterson (SEY) and Sharon Gaw (APS) will work together to share knowledge and feed information to staff.</li> <li>• Work with PLA to ensure all staff have an understanding of principles of Early Years teaching strategies – In-service and twilight training.</li> <li>• Review existing Early pathways for Literacy, Numeracy and HWB, linking closely with SEY lead practitioner</li> <li>• EYP's will work closely with staff to shadow and team teach in both settings.</li> <li>• Nursery children will be invited over to work with APS EYPs in the story grammar intervention alongside our P1 pupils</li> </ul>	June 2020 HT/DHT/ Infant PT Calum Maxwell, Yvonne Gallacher           Ongoing through 2019-20 APS Staff/ Stanecastle Early Years staff and PLA June 2020 – Mrs Gaw/ Mrs Seaton	Our learners will receive a consistent approach from Anti-preschool to Primary 7. High quality teaching experiences in Early will be adapted and used throughout the school.  Staff will establish a clear understanding of literacy, numeracy and health and wellbeing to identify progression to encourage all our learners have a high quality learning experiences.	Keep, throw, grow will be used to identify aspects of good practice and consider areas for further development.  Observations from both establishments will be collated to identify similarities and differences and areas of good practice which can be incorporated to their existing practise.  Professional dialogue will be minuted and collated to identify next steps.  Questionnaires

		<ul style="list-style-type: none"> <li>• Annick EYPs/P1 staff will receive training on environments.</li> <li>• Mrs Gaw will participate in the PLA's Literacy and Pedagogy programme and liaise with Early Years staff to incorporate current good practice.</li> </ul> <p><b>Cluster Priority</b> Work with Educational Psychologist on P1 trauma resilience.</p>	<p>APS EYPs</p> <p>Xanthe Wylie APS/ SEY staff</p>		
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## Detailed Action Plan 2019-20: Annick Primary School and Stanecastle Early Years

School Strategic Priority:		Review leadership of Early Years Centre considering practice, management and leadership and work to develop relationships				Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
That the management team consider current practices and reach a common understanding of effective self-evaluation practises and procedures relating to HGIOS and HGIOELC	2.7 2.6 1.3  NIF Improvement in attainment  Closing the attainment gap between most and least disadvantage children	Yes – Early Years Practitioners involvement	<ul style="list-style-type: none"> <li>• Team building throughout the session – INSET Day 1 working with OD to begin to build the team.</li> <li>• Opportunities for joint collegiate relating to Pedagogy and Resilience.</li> <li>• Pre-schoolers to come and work with P1s as part of the Messy Maths intervention from PLA.</li> <li>• SLT to work together to share information on EY policies and procedures including Care Commission and Pre-birth to 3 curriculum.</li> <li>• Tracking and monitoring and the use of data to be shared and discussed. – Training from Yvonne Gallacher for planning cycle training.</li> <li>• P1 and EY staff to work together with planning, tracking and monitoring.</li> <li>• Annick SLT to visit variety of EYCs to observe good practice and be part of Quality Improvement Visit teams.</li> </ul>	SLT from both establishments – Term 4  Term 2 – VMcG + AM	<p>Children will receive a consistent approach as the transition from Stanecastle EY to Annick PS.</p> <p>Children will be nurtured and supported by informed staff.</p> <p>Sharing of good practice will help all learners to reach their full potential.</p> <p>Children will be encouraged to form new relationships as they move across the different settings.</p> <p>SLT and staff will understand the planning process to ensure all learners receive continuous progression and support.</p>	<p>Professional dialogue will evidence a shared understanding of curriculum, planning and practise. These meetings will be minuted and evaluated to further inform next steps.</p> <p>Staff wellbeing questionnaire will demonstrate a successful transition to the new establishment.</p>



			<ul style="list-style-type: none"><li>• The Principal Teachers for Literacy and Numeracy moderation will engage with all cluster primary schools to support staff and work with focus groups of pupils to establish consistency.</li></ul>	Mr Quinn/ Ms Murray		
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