



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Annick Primary School & Early Years



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Vicky McGregor
Head Teacher

OUR SCHOOL

Annick Primary School is a non-denominational school which offers education to 429 children across P1 to 7. We also have an Early Years Class which provides places for a maximum of 85 children, aged 2 – 5 years. Early Years children are offered a range of patterns with the Early Years open from 8am-6pm, 48 weeks a year. The school enjoys an excellent reputation in the community, has an active and supportive Parent Council and is well regarded amongst parents. The Senior Leadership Team consists of a Head Teacher, 2 Depute Head Teachers, an Early Years Manager, 2 Principal Teachers, a Senior Early Years Practitioner and a part time Excellence and Equity Lead Practitioner. There are 16 class teachers, 15 early years practitioners and 8 classroom assistants. We also have access to the Family Learning Team, music instructors and an educational psychologist. The wider team comprises of a janitor, catering and cleaning staff. Together, we all provide a supportive, nurturing environment which encourages our motto of Learning, Caring and Sharing.

OUR VISION, VALUES AND AIMS

ANNICK PRIMARY and EARLY YEARS

We learn, care and work together, ensuring every member of the school community is included, respected and provided with the necessary tools to create a positive future for all.



ATTAINMENT & ACHIEVEMENT

Attainment

Throughout the year we gather lots of information on how our children are progressing in their learning. Our average attendance was 94.5% and this has remained constant over the last few years. We have had no exclusions over the last five years. To monitor their progress we observe children working on tasks, listen to what they say, ask lots of questions, set challenges and use some standardised assessments. We used our Pupil Equity Funding to employ an Early Years Practitioner to develop play in Primary 1. Our P1 SNSA data showed an upwards trend in both literacy and numeracy with more children achieving higher bands than the previous three years, the improvement was most significant in Literacy. Our SNSA data at P4 and P7 showed an increased number of children scoring in the average and above average bands. We used PEF to fund one full time classroom assistant and 1 part time classroom assistant who supported literacy, numeracy and Health and Wellbeing interventions in P2-4. One of our CAs was trained in the Professional Learning Academy's (PLA) Phonological Awareness intervention and supported identified learners from P1-5 with phonological awareness again demonstrating significant improvement in key areas.

We look carefully at the experiences and outcomes of Curriculum for Excellence to ensure children are making progress. North Ayrshire Council also ask us to summarise our children's progress in Listening and Talking, Reading, Writing and Numeracy and Maths. They ask us to look particularly at children who have reached the end of Early, First and Second Level at P1, P4 and P7.

	Listening and Talking			Reading			Writing			Numeracy		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Primary 1 Achieved Early Level	89%	95%	95%	80%	95%	94%	71%	95%	91%	89%	95%	95%
Primary 4 Achieved First Level	79%	91%	95%	74%	89%	89%	67%	86%	88%	77%	93%	91%
Primary 7 Achieved Second Level	90%	91%	89%	78%	91%	88%	74%	78%	79%	72%	87%	79%

Our whole school data shows that our attainment has shown slight improvements in Listening and Talking, Reading and Numeracy and a significant improvement in Writing (*an increase of 6%*). Increased confidence in the use of the benchmarks and successful staff moderation activities support the validity of these results.

WIDER ACHIEVEMENT

We have offered our pupils a breadth of opportunities during session 2022-23, most notably:

- P7 John Muir Award
- P7 trip to Arran
- We entered both the Seagate Rotary quiz and the Eurovision quiz
- Awarded the RSPB bronze award
- A large number of children from P5-7 took part in the NAC cross country event. Annick won every P5 boys team events and had the overall winner and second place boy.
- Annick PS Burns competition and Irvine Burns club
- Successful application for a Food for Thought grant for a polytunnel in the Early Years which will be built with support by the Rangers at Eglinton Park.
- Successful application for a £1000 grant from Youth Participatory Budget to work with Irvine's Men Shed to build planters.
- Choir sang at Girdle Toll Parish Church's Christmas Carol Service.
- Re-established links with Burns Day Care Centre with member of P7 joining the 'men's session' on Wednesday and the ladies joining us for a Coronation Tea Party.
- Representatives from House Captains Committee represented the school at Youth Council event.
- Digital Leaders group began work on Digital Leaders Awards and attended several sessions at Blacklands Primary School.
- A range of Pupil Voice groups established who worked on a range of projects.
- Girls and Boys football teams participated in North Ayrshire Competitions.
- Family Learning Team ran a number of programmes which were well supported by families across the school
- All teachers ran an afterschool club offering a range of activities including sports, Art, Coding and iCycle to all stages within the school. Our Early Years Practitioner ran a Family Learning club.
- Our Early Years ran a number of well attended parenting sessions for parents of the school and families from the wider community including baby massage, PEEP and PPP.
- Our Engineering pupil voice group took part in the 'My STEM friend' linking with an engineer.
- Instrumentalists took part in the Ayrshire Music Festival and our strings players had the opportunity to take part in Stringastics afterschool club.
- In Term 4 our Primary 2s took part in Kodaly based activities.
- The whole school took part in a design an app competition with 'Make it hAPPen'
- P5 are working on the Science CREST Award.
- The Early Years successfully piloted a 2-5 playroom.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 – Improving attainment in reading and writing through moderation and data to inform interventions.

- With support from our Moderation Leads all staff took part in planning, assessing and moderating two high quality assessments during our Scottish and Financial Education focus. The focus of the second activity was looking at progress across a level. Trios included representatives from the Early Years to allow discussion on progression in Early Level.
- Despite our Family Learning Team worker resigning from post mid-session a number of sessions based on reading took place and were well attended.
- Our pupil voice group '*The Page Turners*' began work on auditing and redesigning the library and the P1 classroom and infant open areas all had books added to play provocations.
- Our PEF Classroom assistant was trained by the PLA (*Professional Learning Academy*) on Phonological Awareness intervention and worked with children from across P1-5. Almost all children saw a significant improvement in post intervention assessments.

Priority 2 - Developing a play pedagogy in Primary 1 and beyond to support all our learners and to limit the attainment gap at Early Level.

- Our SNSA data supports the positive impact of this approach on our literacy and numeracy attainment with significantly more children scoring in the higher bands.
- Our Early Years practitioner has developed the outdoor area to allow children to apply their learning in different contexts. Targeted support groups are also in place.
- Our staff took part in the training provided by the PLA and SWEIC (*South West Educational Improvement Collaborative*) and have been supported to develop approaches to developing play provocations, environment audits, planning and assessment approaches.
- It is intended to extend a play based approach into our Primary 2 classes.

Priority 3 - Collaboratively create a progression of engineering skills to improve destinations for all learners from Early Years to P7

- The school has worked closely with NAC STEM team to support staff confidence in delivering these skills. All staff reported an increase in confidence in the approach. The '*Design Cycle*' has been shared with all staff and is displayed in the play provocations for Early Years and P1.
- Our pupil voice group '*The STEM Squad*' has taken part in '*My STEM friend*' and been paired up with a female STEM friend, they are working on researching famous women in STEM to share with the whole school.
- Our P2-7 working party have developed the progression of engineering skills and identified where different '*challenges*' support existing learning. Parents have been exploring these approaches during open afternoons.

Priority 4 - Work with whole school community to develop pupil voice

- The Professional Learning and Leadership Development team lead a session to encourage staff's thinking about what pupil voice is and begin to create a shared understanding of approaches across the school.

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- House Captains considered approaches to pupil voice and visited other schools to see what this looked like in action. They decided that initially 8 groups would be established and were very clear that P5 pupils should have responsibility for an area to allow them to develop their leadership skills ahead of moving into P6 and 7. They also had clear ideas that on the age makeup of the committees and that children should apply for them so only people who wanted to contribute were considered. In addition to the existing Rights Respecting Schools committee and House Captains the committees established were Page Turners (*Library*), Diversity, Digital Leaders, Respect Me, STEM Squad (*Engineering*) and Outdoor learning. Two short life committees were established for specific purposes; the Coronation Committee and the Men's Shed committee.

Priority 5 - To refresh whole school approach to building on positive relationships to strengthen our safe, secure, inclusive and nurturing environment and ethos

- Staff revisited our draft Respect Me policy and this was shared with our Parent Council.
- P6 and 7 pupils on the Respect Me pupil voice group have named the policy '*Respect for All*', made pupil friendly definitions of the key terms and agreed a whole school approach, in line with the NAC policy.
- The policy has been shared with the wider parent body and feedback requested.

Priority 6 - To develop the outdoor learning environment to support our learners to apply a range of literacy, numeracy and health and wellbeing skills. (*Early Years*)

- Staff confidence working in the outdoor area continues to grow and a high number of learners are accessing the outdoors. Children continue to access outdoors for more than 50% of their time.
- Moving outdoor clothing and providing snack outdoors has helped to increase the free flow opportunities available.

Priority 7 - Raise attainment in literacy and numeracy through use of milestone data. (*Early Years*)

- Milestone data is gathered, analysed and shared with staff monthly. The '*highest*' and '*lowest*' achieving milestone are identified and this information is used to support staff development, focused in the play provocations provided or developed as part of focused group time.
- A milestone of the month is identified and activities shared with parents.
- Equity and Excellence lead and communication champions work closely with small groups of children to further develop literacy skills.

Priority 8 - To develop parental engagement in the life of the Early Years to improve learners' progress. (*Early Years*)

- Over the course of the session a number of parenting groups have been established and are available to both parents/carers and also the wider community. PEEP, PPP, baby massage and baby PEEP have all been established and high numbers of attendance observed. Next session consideration will be given to how these can support transition.
- Close monitoring of our Learning Journals has identified that Dads are not engaging to the same level and a 'Dad's group' is being established.

QUALITY INDICATORS

The school's capacity for improvement overall has been identified as very good.

QI 1.3 Leadership of Change

Evaluation: 4

Staff identified a number of strengths in this area. The vision, values and aims of the school were revisited last session and written in collaboration with the whole school community. These are being embedded as part of class charters. The move to three planning cycles is supporting staff in their professional judgements and data is being used to inform the next steps of the change cycle.

QI 2.3 Learning, Teaching & Assessment

Evaluation: 4

School achievement has shown an increase in children achieving age and stage appropriate levels. Senior Leadership Team observations of learning and teaching show most staff demonstrating high quality lessons with skilful differentiation in place to support all learners. Opportunities for learners to apply their knowledge in real life contexts was evident. The quality assurance calendar allows careful planning, tracking and monitoring of learners progress which is shared 4 times across the session with parents and carers. The move to moderating high quality assessments has supported teachers understanding of progress across the level.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: 4

The ethos of the school reflects our commitment to ensuring all children are included. The work of the pupil voices groups has supported this and this will continue to be developed. Support for our most vulnerable young people is targeted and carefully considered to ensure needs are being met. Staff understand their statutory duties and report concerns following the school's and council's guidelines. Pupils have identified further work on their understanding of the wellbeing indicators is required.

QI 3.2 Raising Attainment & Achievement

Evaluation: 4

Attainment across the school has shown a steady improvement over previous sessions as staff have become increasingly confident in using the benchmarks to support assessment of a level. A range of assessments including standardised assessments is used to identify areas which require development or used to determine targeted interventions **e.g** *GL assessment data shows that mathematical reasoning is an area our learners find challenging this information has been used to buy Learning by Questions resource to support the teaching of this area.*

PUPIL EQUITY FUNDING

Our Early Years Practitioner has been used to support the development of our play based approach in Primary 1. She has developed the outdoor area, taking groups from across the three classes to support their learning in a different context and allowing children to deepen their understanding. This is evident from our SNSA results this session which show an upward curve in results with more learners achieving than previous years. This is especially evident in literacy. As a result of observations and discussions with teaching staff targeted support has also been provided which has allowed most of our learners to achieve Early Level. Our EYP has also ran family learning groups to support parents with strategies to further develop their children's learning at home.

Classroom assistants (*27.5 hours and 12.5 hours*) focussed on literacy and numeracy across the school. Completion of PLA Phonological Awareness training allowed us to target learners highlighted and post intervention showed that almost all learners made some improvement in the key areas. The classroom assistant also received training from Speech and Language therapist to support speech sounds groups. For numeracy interventions the classroom assistant used SENA assessments and teacher judgement to identify target pupils and data has shown that children involved in these interventions made progress.

Classroom assistants also supported nurture and playtime in the school.

This session money was spent on key resources including IDL, Seesaw, Clickr, nurture and play to help support our vulnerable learners. Seesaw has been used to support home/school communication and is being developed as a profiling tool to help staff, pupils and parents consider the learning process. It is also allowing the school to develop the tracking of wider achievements for our young people. The IDL resource and Clickr is supporting our learners who find literacy challenging, Clickr is being used to remove the physical barrier of writing to support staff in the assessment of what children can do.

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1 – Raising attainment in numeracy (*whole school*)

- Implementation of PLA resources to support numeracy through play, LbQ resource to support the teaching of mathematical reasoning and problem solving skills.
- Developing our curriculum rationale to ensure our learning and teaching is meeting the needs of our context exploring NAC Learning, teaching and assessment policy and Numeracy policy.

Priority 2 – Promoting Learner Participation and developing community links (*Whole School*)

- Continue to build on the work of Pupil Voice groups.
- Linking with the Council strategy, member of Senior Leadership Team is part of the working group.
- Develop meaningful links with our wider community to support children's learning.

Priority 3 – Creating a communication friendly environment for all our learners (*Whole School*)

- Develop the use of the Zones of Regulation to support all our learners.
- Develop the use of a range of tools to support a communication friendly environment.

Priority 4 - To refresh whole school approach to building on positive relationships to strengthen our safe, secure, inclusive and nurturing environment and ethos (*Whole School*)

- The whole school community will revisit our Building Positive Relationship policy.
- Work will continue with our Inclusive approach supported by '*Time for Inclusive Education*'

Priority 5 – Raising attainment in writing (*Whole School*)

- Use of PEF money to buy PM writing resource to support the teaching of key skills.
- High quality learning, teaching and assessment of writing, linked to staff's understanding of benchmarks for writing to help raise attainment for all our learners, closing the gap for our most vulnerable pupils.

Priority 6 - Developing a play pedagogy in Primary 1 and 2 and across the school to support all our *learners* by providing them with opportunities to deepen understanding and apply skills. (*Primary School*)

- The development of planning, observing and teaching in Primary 1 and 2.
- Development of the open areas to allow children to play, explore and problem solve.