



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Annick Primary School & Early Years



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-25

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 440 children across P1 to 7. We also have an Early Years Class which provides places for a maximum 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, and a Senior Early Years Practitioner. There are 16 class teachers, 15 early years practitioners and 8 classroom assistants. We also have access to a strings and woodwind 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

Throughout the year we gather lots of information on how our children are progressing in their learning. Our average attendance was 93.7% which is a decrease on last year. Our P7 year group had the highest level of absence across the year groups. 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. Across the school almost all of our learners achieve their expected level in listening and talking and most of our learners achieve this for reading, writing and numeracy. This is part of an upward trend over the last few years.

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
Primary 1 Achieved Early Level	98%	75%	78%	78%
Primary 4 Achieved First Level	88%	79%	75%	84%
Primary 7 Achieved Second Level	97%	95%	88%	85%

Increased confidence in the use of the benchmarks and successful staff moderation activities support the validity of these results.

Most of our children in the Early Years will meet all of the milestones in Literacy, Numeracy and Health and Wellbeing this session, this is broadly in line as last session. We have seen an increase in children attaining over time and score higher than the North Ayrshire average. In Session 2023-24 3 children deferred entry to Primary 1 however, this is rising to 8 children in session 2024-25.

Health and Wellbeing	Literacy	Numeracy
76%	82%	84%

In March the Care Inspectorate carried out an unannounced visit of our Early Years. Key messages from this visit were:

- Children were happy, confident and engaged in their learning
- Staff had a warm, nurturing and caring approach
- Children experienced high quality facilities that met their needs
- Families were meaningfully involved in the life of the setting
- Staff worked well to ensure children's individual needs were met
- The service was well led by the management team
- The service should continue to further develop self-evaluation processes

We were evaluated using a six point scale as:

How good is our care, play and learning?	5 – Very good
How good is our setting?	5 – Very good
How good is our leadership?	4 – Good
How good is our staff team?	4 - Good

WIDER ACHIEVEMENT

We have offered our pupils a breadth of opportunities during session 2023-24, most notably:

- P7 John Muir Award
- P7 trip to Arran
- We entered both the Seagate Rotary quiz and the Eurovision quiz
- 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
- Choir sang at Girdle Toll Parish Church's Christmas Carol Service.
- Visits to Burns Day Care Centre with clients visiting the school for a Burns Supper in January and visits in Term 4
- A range of Pupil Voice groups established who worked on a range of projects.
- Girls and Boys football teams participated in North Ayrshire Competitions.
- 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 for our existing P1s and in Term 4 for our new families to support the transition process.
- Instrumentalists took part in the Ayrshire Music Festival and our strings players had the opportunity to take part in Stringastics afterschool 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 Early Years were involved in running a pilot of the well-established Incredible Years supporting families with children up to the age of 12.
- A second Early Years Practitioner completed the Communication Champion training.
- Links with Hayocks Early Years have been established to support the development of Rights Respecting Schools.
- Whole staff Time for Inclusive Education training completed.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT? [\(Link to your Improvement Plan 2024-25\)](#)

Priority 1 - Raising attainment in numeracy

- The use of the Learning by Questions resource has supported our learners in P4-7 to develop their mathematical reasoning and problem solving skills.
- Early Numeracy skills were developed however, further work is required to support this.

Priority 2 - Promoting Learner Participation and developing community links

- During Term 1 learner participation groups were set up and allowed pupils to have their voice heard. This will be further developed in Session 2024-25, considering how to involve families in their children's learning.
- Our community links in the Early Years are a strength with a number of families from the community accessing our PEEPS and baby massage sessions. Staff will consider how to continue this in the new session with the change of hours.
- Pupils in the school re-established links with the Burns Day Care Centre and a number of activities were undertaken.

Priority 3 - Creating a communication friendly environment for all our learners

- Visual timetables and calm corners were established in all classrooms and the playroom to support our learners. For some learners individual visual timetables were used to support the development of independence.
- The Senior Leadership team worked with a range of professionals to develop the use of SCERTS (Social communication, Emotional Regulation and Transactional Supports) to enable learners to develop their communication skills.
- In the Early Years a range of approaches including the development of Makaton.

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

- Staff worked together to develop a shared understanding of approaches within the school. This will be shared with families in Session 2024-25.
- We continue to work together to develop our understanding of children's rights as we continue on our journey towards gold.

Priority 5 - Raising attainment in writing

- Staff took part in Stephen Graham's training on writing approaches and trialled these approaches. Feedback and results demonstrated this was beginning to show improvement in writing. This will continue to be developed in Session 2024-25 with a working party established to look at planning.
- In the Early level staff worked together to develop early writing skills.

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.

- A play based approach continued to be developed in Primary 1 with PEF money being used to support staffing. In Primary 2 this was piloted with staff working to create a play based approach which progressed throughout the year to adapt to learners changing needs.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

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 continue to be embedded as part of class charters. The Moderation Lead focused on Spelling across the school allowing staff to consider strategies used and progression. The Care Inspectorate noted that the service was led well by the management team.

QI 2.3 Learning, Teaching & Assessment

Evaluation: 4

School achievement has shown an increase in children achieving age and stage appropriate levels.. 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 Learning by Questioning resource has allowed our senior pupils to develop their problem solving and mathematical reasoning skills which has been demonstrated in our SNSA results. The Care Inspectorate report states that the children are happy, confident and engaged in their learning.

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. The introduction of nurture groups and playtime/lunchtime clubs has helped some of our learners who find the playground challenging. SCERTS targets are in use across the school and Early Years supporting our learners with communication needs. All staff across the establishment completed the CIRCLE environmental audit tool and our environment was praised during the Care Inspectorate's visit. The team also stated that the Early Years staff worked well to ensure children's individual needs were met.

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. Most of our learners achieve the appropriate level for their age and further work around writing is being undertaken by staff to further support this.

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. Small 'raising attainment groups' led by the EYP has also helped identified learners consolidate their learning. Our EYP has also ran family learning groups to support parents with strategies to further develop their children's learning at home. In Term 4 this was offered to new P1 families supporting transition.

Classroom assistants (*27.5 hours and 12.5 hours*) focussed on supporting individual's Health and Wellbeing needs, focusing on developing learners communication skills.

Classroom assistants also supported nurture and playtime in the school.

This session money was spent on key resources including Learning by Questions (LbQ) and PM Writing. LbQ has allowed our learners to develop their mathematical reasoning and problem solving skills supporting them to apply their numeracy skills. The PM Writing resource and teaching approaches detailed in the staff training has been trialled across the school. Professional learning tasks have allowed staff to discuss these approaches and examine progress made across the school.

IMPROVEMENT PLAN PRIORITIES 2024-25

Priority 1 – Developing consistent approaches to learning, teaching and assessment to raise attainment across the school. (*whole school*)

- 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.
- Implement writing strategies across the school.
- In the Early Years developing the use of effective questioning.

Priority 2 – Promoting Parental Engagement (*Whole School*)

- Continue to build on the work of Pupil Voice groups.
- Consider approaches to family learning to support children's attainment.
- Involving parents in the self-evaluation of the school and early years.

Priority 3 – Nurturing approaches to support all our learners (*Whole School*)

- All staff will develop their skills based around the two pillar of nurture 'care' and 'challenge'
- Staff will use the NAC benchmarking tool to prioritise areas to develop.
- Establish small nurture groups for P1-3 and P4-7 learners to support wellbeing needs.

Priority 4 – Supporting learners needs through cluster collaboration

- Staff will work with colleagues across the Irvine Royal Cluster to develop positive relationships and share learning.
- Staff will use the CIRCLE resource to evaluate staff learning needs.