

# Standards and Quality Report

## Annbank Primary School / Early Years Centre



## Annbank Primary - Context of the School and Early Years Centre

Annbank Primary School and Early Years Centre is a welcoming primary school situated in the village of Mossblown. The school serves the villages of Mossblown and Annbank and areas beyond which extends to Auchincruive, Gadgirth and Sandyford Toll, and to roughly mid-way between the school and the villages of Stair and Tarbolton.

In session 2016/17 the school went through an extensive refurbishment. The old school gym hall was demolished and a new extension housing a gym hall, a community hall, toilets and changing rooms was built. As part of the works the school also received an extensive refurbishment of a classroom, multi-purpose room, meeting room, offices and staffroom. The village community library has now also been relocated to the school community.

During session 2017/18 the school playground and early years Centre will also be upgraded. The playground, which surrounds the school building, has been designed with help from the children and will include hard and soft play zones, grassed areas and an outdoor classroom.

The Early Years Centre will be expanding and will be able to offer free flow space to outdoor learning and will now have a 2-3 year room. This expansion will change the current 40/40 capacity to 50/50 with an additional 19/19 in the new 2/3 year room.

Our FME this session is 52.1%. In terms of The Scottish Index of Multiple Deprivation (SIMD) 3% of pupils are from deciles 1 and 2, 90% of pupils comprise deciles 3 and 4 and 2% in deciles 5 and 6. In the academic year 2016-17 average attendance was 94.2%

The present roll at the school is 214 which gives us a staffing complement of 12.3FTE. There are 6 straight classes, 3 composite classes (P3/2, P6/5 and P7/6) and an early Years class which has presently has 38 pupils in the morning and 34 in the afternoon.

The Senior Management Team consists of Head Teacher, one Depute Head Teacher and one Principal Teacher. We currently have one Newly Qualified Teacher and two Pupil Support teachers (0.5 and 0.1). We have 6 school assistants, 4 working fulltime and 2 part-time. In the Early Years Centre there is 1 teacher and 5 Early Years Practitioners working fulltime, We also have 2 clerical staff, a janitor and cleaning staff as well as the kitchen staff. The school is supported by peripatetic music specialists for brass and percussion instruction. Throughout the school session we have also had a great deal of support from our Active Schools' Co-ordinator.

We have a dedicated, hardworking, caring staff who work effectively as a team. The SMT consistently communicate the need to ensure high expectations for our children through regular professional dialogue. We have positive links with parents and carers and this supports and challenges pupils to be the best they can be. The ethos of our school values of honesty, respect, inclusion, effort and equality permeate the life of the school.

In January 2017 the school took part in a very positive Education Scotland visit. The report shows key strengths and areas for development which were identified and this was very much in line with the school's own self-evaluation and the priorities identified to continue on our journey of improvement. Please click on link to see report.

## Vision

At Annbank Primary School we strive to provide a safe, stimulating learning environment where all children are motivated to reach their potential and are well equipped to meet the challenges of education, work and life in the 21st century. This is a welcoming, caring school where children and adults feel they make a contribution and are valued as individuals.

## Values

Annbank Primary School values are at the heart of our school life and shape all of our actions and behaviours. Values were refreshed by pupils last session and are displayed prominently around our school. Our values which we are very proud of are:

- **Equality**
- **Truth and honesty**
- **Respect**
- **Effort**
- **Inclusion**

By having a clear vision and promoting our values in all that we do, the aim at Annbank Primary is to allow our pupils to develop as: Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

## Aims

Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect the improvement objectives of South Ayrshire Council. These objectives give a framework from which priorities in the school improvement plan will be developed.

In a positive, safe, caring environment at Annbank Primary we aim to:

- ✓ **In Curriculum** - provide a structured programme of education which takes account of National and Local Guidelines and which is matched to pupils' age, aptitude and ability in such a way that each child realises his/her potential as fully as possible.
- ✓ **In Attainment** - support each child in achieving his/her potential.
- ✓ **In Learning & Teaching** - strive for the highest standards in learning & teaching.
- ✓ **In Support for Pupils** - provide support for each child according to their needs.
- ✓ **In Ethos** - work in partnership with pupils, staff and parents, other agencies and the community in an atmosphere where every person feels valued.
- ✓ **In Resources** - work to achieve best value in the use of all resources - human and material- to provide good, quality education.
- ✓ **In Management, Leadership and Quality Assurance** - through good quality assurance systems work to achieve good management, self-evaluation and educational development.

## What key outcomes have we achieved?

### Summary of Achievements

Our recent inspection highlighted the following as particular strengths of the school -

Children across the school and early learning centre are enthusiastic and enjoy their learning. They have a good understanding of the school values and this helps create a learning environment where children feel safe and happy.

Children are attaining very well in literacy and numeracy. They write very well across a range of contexts. In numeracy, children are skilled at working out problems and describing the strategies they use.

Children have a good awareness about health and wellbeing and they are able to identify what they can do to keep safe and healthy. Staff make very good use of information about children and provide high quality support for them and their families.

Staff work very well together and with parents and partners to create a welcoming school and early learning centre which is seen as an important part of the village community. The input of parents into the life and work of the school is valued by staff.

Recent improvements to the learning spaces by staff in the early learning centre is having a positive impact on children's learning and independence.

## Standards of attainment

We continue to focus on improving standards overall. AfE is used and this is one method which informs staff of pupils' progress and development needs. Aifl strategies and self/peer assessment of learning are also used. The HT has overall responsibility for overseeing and monitoring the statistics in order to track children's progress, ensuring appropriate pace at all levels.

Staff keep records of all planned assessments, both formative and summative, and use these to inform next steps. Evidence of attainment is placed in assessment files.

A summary of our results for this session are as follows:

### Achievement of a Level CFE

Below is the current percentage of children who have achieved early, first and second secure, with 2015-16 data for comparison.

#### Achievement of a Level by Year Stage 2015-16

School	Early Secure P1	First Secure P4	Second Secure P7
Reading	76%	89%	62%
Writing	76%	83%	79%
List. & Talk	92%	92%	76%
Overall Maths	87%	83%	74%

#### Achievement of a Level by Year Stage 2016-17

School	Early Secure P1	First Secure P4	Second Secure P7
Reading	95%	100%	89%
Writing	95%	100%	89%
List. & Talk	95%	100%	89%
Overall Maths	86%	100%	74%

This session our attainment figures demonstrate:

**Language** - Almost all (95%) pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age. This represents an increase in the levels achieved from last year where most achieved expected levels ((80.5%)

**Mathematics** - Overall most (87%) pupils achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age. This is an increase compared with levels achieved last year (81%)

Almost all - Over 90%	Most - 75% - 90%	The majority -50% - 74%	Less than half 15% - 49%	Few - Up to 15%
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## CEM Standards and Quality Statement

CEM assessments - % achieving levels expected or higher than expected for their age

### CEM achievements for session 2016/17 % of children achieving levels

Annbank Primary School June 2016		Annbank Primary School June 2017	
<b>Primary 1</b>		<b>Primary 1</b>	
<u>Maths</u>	<u>Reading</u>	<u>Maths</u>	<u>Reading</u>
83% scored $\geq 40$ ** (Most)	71% scored $\geq 40$ ** (Majority)	90% scored $\geq 40$ ** (Almost All)	90% scored $\geq 40$ ** (Most)
5% scored $\geq 60$ (highest 16% nationally)	10% scored $\geq 60$ (highest 16% nationally)	5% scored $\geq 60$ (highest 16% nationally)	5% scored $\geq 60$ (highest 16% nationally)
0% scored $\geq 70$ (highest 2% nationally)	5% scored $\geq 70$ (highest 2% nationally)	0% scored $\geq 70$ (highest 2% nationally)	0% scored $\geq 70$ (highest 2% nationally)
<b>Primary 3</b>		<b>Primary 3</b>	
<u>Maths</u>	<u>Reading</u>	<u>Maths</u>	<u>Reading</u>

100% scored $\geq 85$ ** (All)	93% scored $\geq 85$ ** (Almost All)	88% scored $\geq 85$ ** (Most)	91% scored $\geq 85$ ** (Almost All)
44% scored $\geq 115$ (highest 16% nationally)	33% scored $\geq 115$ (highest 16% nationally)	30% scored $\geq 115$ (highest 16% nationally)	48% scored $\geq 115$ (highest 16% nationally)
7% scored $\geq 130$ (highest 2% nationally)	7% scored $\geq 130$ (highest 2% nationally)	12% scored $\geq 130$ (highest 2% nationally)	18% scored $\geq 130$ (highest 2% nationally)
<b>Primary 4</b>		<b>Primary 4</b>	
<u>Maths</u>	<u>Reading</u>	<u>Maths</u>	<u>Reading</u>
89% scored $\geq 85$ ** (Most)	100% scored $\geq 85$ ** (All)	96% scored $\geq 85$ ** (Almost All)	88% scored $\geq 85$ ** (Most)
25% scored $\geq 115$ (highest 16% nationally)	31% scored $\geq 115$ (highest 16% nationally)	46% scored $\geq 115$ (highest 16% nationally)	54% scored $\geq 115$ (highest 16% nationally)
3% scored $\geq 130$ (highest 2% nationally)	3% scored $\geq 130$ (highest 2% nationally)	12% scored $\geq 130$ (highest 2% nationally)	4% scored $\geq 130$ (highest 2% nationally)
<b>Primary 5</b>		<b>Primary 5</b>	
<u>Maths</u>	<u>Reading</u>	<u>Maths</u>	<u>Reading</u>
94% scored $\geq 85$ ** (Almost All)	100% scored $\geq 85$ ** (Most)	94% scored $\geq 85$ ** (Almost All)	100% scored $\geq 85$ ** (All)
36% scored $\geq 115$ (highest 16% nationally)	36% scored $\geq 115$ (highest 16% nationally)	34% scored $\geq 115$ (highest 16% nationally)	26% scored $\geq 115$ (highest 16% nationally)
9% scored $\geq 130$ (highest 2% nationally)	0% scored $\geq 130$ (highest 2% nationally)	3% scored $\geq 130$ (highest 2% nationally)	0% scored $\geq 130$ (highest 2% nationally)
<b>Primary 7</b>		<b>Primary 7</b>	
<u>Maths</u>	<u>Reading</u>	<u>Maths</u>	<u>Reading</u>
68% scored $\geq 85$ ** (The majority)	88% scored $\geq 85$ ** (Almost all)	56% scored $\geq 85$ ** (The majority)	93% scored $\geq 85$ ** (Almost All)
46% scored $\geq 115$ (highest 16% nationally)	15% scored $\geq 115$ (highest 16% nationally)	4% scored $\geq 115$ (highest 16% nationally)	15% scored $\geq 115$ (highest 16% nationally)
0% scored $\geq 130$ (highest 2% nationally)	12% scored $\geq 130$ (highest 2% nationally)	0% scored $\geq 130$ (highest 2% nationally)	11% scored $\geq 130$ (highest 2% nationally)

### **Reading**

In P1, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P4, most pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, almost all pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

### **Mathematics**

In P1, most pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, most pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P4, almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, almost all pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, the majority of pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

## School Improvement Plan summary of achievements from 2016/17 and next steps.

### School Priority 1: Project: Health and Wellbeing:

To streamline/ improve the recording and tracking of sensitive and important pupil information using the SEEMiS Wellbeing Application and Pastoral Notes system.

#### NIF Priorities:

Improvements to children's wellbeing

#### NIF Drivers:

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

School Improvement

Performance Information

#### Links to HGIOS 4 / HGIOELC

1.1 Self-evaluation for self-improvement

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Partnerships

3.2 Raising attainment and achievement

#### Priorities

- ✓ Access to the SEEMiS Wellbeing Application granted by the Authority Access Control system.
- ✓ Allocation of the role of Named Person and Named Person Support in school.
- ✓ Complete authority led Wellbeing Application training, and all Named Persons to familiarise themselves with the Wellbeing Application manual
- ✓ Access to the SEEMiS Wellbeing Application granted by the Authority Access Control system.
- ✓ Allocation of the role of Named Person and Named Person Support in school.
- ✓ Complete authority led Wellbeing Application training, and all Named Persons to familiarise themselves with the Wellbeing Application manual
- ✓ Within the Wellbeing Application use timelines to view the chronological list of events for each pupil.
- ✓ Use Pastoral notes system on SEEMiS to record internal notes, centrally recorded notes and latest significant events for individual pupils.
- ✓ Complete authority led Pastoral Notes training and all Named Person and Named Person Support to familiarise themselves with the Pastoral Notes manual.

#### Impact

- Children have a Named Person who is responsible for their wellbeing; Children have detailed personal records which will be passed on to receiving teaching staff/ schools during transitions to ensure smooth changeover.
- Children are working with staff members who know their back story and level of need.
- Children feel secure in school, their needs are being met by staff who are best equipped to deal with their level of need and know them best.
- The system now ensures there are no gaps in important information about an individual pupil and data should be now easy to view and update using this system. This will ensure that individual needs are being met.
- Staff training on Wellbeing Application has taken place. SMT are becoming more confident in using this application to record wellbeing concerns and Action Plans for those pupils on Stage 3 of SAC Staged Intervention Programme.

#### Next Steps

- Implement strategies and resources to support pupils affected by the poverty related attainment gap
- Develop the Nurture programme across the school in line with PEF proposal
- Embed the use of Wellbeing Application
- Embed updated SAC guidance for Additional Support Needs and the use of new staged intervention plans and Wellbeing Application.
- Wellbeing wheel will be used to measure and support targeted pupils

### School Priority 2: Satellite Project: Literacy:

To improve reading approaches and raise attainment in literacy in early years.

#### NIF Priorities:

To raise attainment in reading for all children whilst closing the gap between the most and least disadvantaged children

#### NIF Drivers:

School Leadership

Teacher Professionalism

#### Links to HGIOS 4 / HGIOELC

1.1 Self-evaluation for self-improvement

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Partnerships

**Priorities**

- ✓ Improved Literacy rates for children
  - Pupil's engagement and experiences with stories
  - Pupils exposed to a wide range of resources / strategies to improve reading
- ✓ Parental engagement/ involvement in children's education
  - Increased parental involvement in Reading
  - Parental confidence in supporting child's education
- ✓ CLPL for staff
  - Evidence based training opportunities
  - Literacy Early Intervention
  - Practice sharing

**Impact**

- Trained teachers and school assistants - Nursery - P2 in Three Read and Big Book.
- School assistants have worked on interventions including Three Read Approach.
- Word Aware part 1 training has been delivered to all nursery staff and P1 / P2 teachers.
- Implemented Three Read, Big Books and Word Aware in school / nursery. Update given by each school on February In-service Day.
- Nursery staff trained in Quality Interaction by SLT
- 90% of P2 pupils will achieve their chronological Reading age or above by the end of P2. 3 year plan(June 19)
- Nursery and P1/2 staff trained in - Big Books/Kodaly and approaches implemented in all cases.
- 'Reading Wise' programme implemented to support children in early years for whom reading is well below age expected level
- Worked collegiately with staff, cluster and family of schools to take forward the National Improvement Framework, with a particular focus on raising attainment in literacy
- Satellite working party meetings focused on raising attainment in reading
- Assessment and moderation CLPL activities helped to develop staff pedagogy and practice
- Met with cluster colleagues to moderate planning and assessment in writing with staff contributing to an authority moderation event.
- Increased confident, motivation and engagement in reading by most children
- Increased level of attainment (CfE) in all levels by more than 10%
- Levels of Reading attainment in CEM has remained fairly consistent this year. Staff have valued the opportunities to share good practice with their colleagues and develop their pedagogy and practice to improve learning and teaching and secure improvements.
- Staff are beginning to have a greater understanding of how to plan and assess pupils' learning holistically, bundling relevant outcomes and experiences together.

**Next Steps**

- Build in extended training for staff, SA and teachers in POLAAR, Three Read and Big Books
- More packs developed and shared and embedding of approach with increased confidence to apply this to any text
- Teachers observed lessons
- Parent workshops on Big Book/ Three Read and Word Aware
- Further CLPL for staff including Word Aware part 2 training and Word Aware training for P3-7 staff
- P2 measure/tracking method
- Video and coaching to evaluate interactions
- Needs identified and interventions delivered for all pupils according to their need or ability
- Children who need support or challenge will be identified through rigorous analysis of data, professional dialogue and the staged intervention
- To implement streamlined curriculum using Curricular Frameworks and Benchmarks
- Continue to raise attainment in reading for all learners
  - Identify pupils through rigorous data analysis and T&M meetings
  - Implement intervention and measure impact
  - Review effectiveness and share across satellite schools (termly)
  - Continue implementation of ReadingWise, Catch up Literacy, 5 minute Boxes, 3 Read Approach N-P2
- Implement a strategic comprehension strategy/ approach
- Implement Word Aware strategies P3-7 and embed in P1-2
- Regular opportunities for parents to be more regularly involved in their child's learning including develop approaches to 'Family Learning' through use of workshops, open afternoons, parents supporting learning and

- teaching in school
- Continue to implement strategies and resources to support pupils affected by the poverty related attainment gap
- Identify boost/intervention groups in line with PEF Proposal
- Early Intervention - use of additional Classroom Assistant and Early Years Practitioners
- Increase staff engagement in assessment and moderation at school, cluster and local authority level
- Provide increased opportunities for pupils to co-create success criteria
- Embed the use of Bloom's Taxonomy across the school in order to develop pupils' higher order thinking.
- Extend the use of baseline assessments for reading and spelling
- 5 Minute Box for Early and First Levels,
- Implement new approaches to target setting and ways evidence their learning and achievements.

### **School Priority 3 : Raising Attainment in Numeracy and Maths**

#### **NIF Priorities:**

**To raise attainment in Numeracy and Mathematics, including Mental Maths, for all children whilst closing the gap between the most and least disadvantaged children**

#### **NIF Drivers:**

**School Leadership**

**Teacher Professionalism**

**Parental Engagement**

**Assessment of Children's Progress**

**School Improvement**

**Performance Information**

#### **Links to HGIOS 4 / HGIOELC**

- 1.1 Self-evaluation for self-improvement**
- 2.2 Curriculum**
- 2.3 Learning, teaching and assessment**
- 2.4 Personalised support**
- 2.5 Family learning**
- 2.6 Partnerships**
- 3.2 Raising attainment and achievement**

#### **Priorities**

- To raise attainment in numeracy and mathematics in P3 - P7 by 10% in schools by June 2019
- To support raising attainment in numeracy and mathematics in Nursery-P2 ensuring effective transitions/developmental milestones
- To deliver GL assessments Sept and May
- Pupil and Teacher questionnaires Sept and May
- Using data from testing for question analysis.
- Increase teachers confidence and skills, measuring through questions and evaluations of impact - effective interventions for staff, core principles identifies for intervention groups, Key components of effective maths lessons, engaging CLPL workshops for School Assistants and Teachers
- Increase pupil confidence and ability in mathematics and numeracy, measuring through questions and evaluations of impact - data literate staff, pupils demonstrate improved mental agility, improved enjoyment of maths - teachers and pupils, high quality questioning in Intervention and Plenary (Blooms/AiFl, Number Talks)
- Implement adapted Numeracy and Mathematics Pathway and Framework.
- Implementation of Number Talks with all staff - embed in daily practice

#### **Impact**

- Established intervention groups
- Engaged support staff and teaching staff in professional learning workshops (February 2017)
- Data literate staff
- Improved enjoyment and confidence for pupils (particular talking about number)
- Improved questioning by teachers
- Improved confidence of staff in learning and teaching
- Strong collegiate working with satellite group
- Good practice shared across satellite schools
- All pupils progress assessed with a focus on Primary 6
- Attainment raised in Numeracy and Mathematics in P4 and consistent in other levels
- Number Talks taught daily across all schools
- Development officer input to all schools - very positive
- Numeracy and Mathematics framework has been revised and has been implemented successfully in 2<sup>nd</sup> level. Pathways for pupils are more flexible and provide more opportunities for learning according to individual needs.
- Numeracy and Mathematics benchmark statements have been used to help support staff judgements about achievement of a level.
- Number Talks has been implemented across the school this session. Children are more able to talk about a range of strategies they use in calculations and to solve mathematical problems.
- Raised attainment in Mental Maths.



## Next Steps

- Develop and implement Blooms thinking across Numeracy and mathematics
- Developing strategies for connections between Number Talks and the Numeracy and Mathematics Curriculum
- Develop a planner to incorporate SAC Framework, Number Talks and Big Maths
- Extend practice to Nursery - Primary 2
- Continue to extend skills in data literacy
- Establish practice and pedagogy introduced in 2016 - 2017.
- Build capacity to increase mental calculation strategies to increase speed and accuracy - Continue to embed Number talks
- Share good practice through peer visits across school and professional dialogue through activity on Feb In-service collegiate activity
- Increase parental engagement to support pupil learning and development - Parent workshops
- Parent information leaflet, regular opportunities for parents to be more regularly involved in their child's learning.
- To implement streamlined curriculum using Curricular Frameworks and Benchmarks for numeracy - Create comprehensive pathways and frameworks aligned to the Benchmarks, review and improve bundling of EOs/CfE Benchmarks
- Parent workshop on Number Talks to gain a better understanding of the different strategies that pupils use to complete calculations and solve mathematical problems. Parents will be more able to support their children with Numeracy and Mathematics home learning tasks and activities.
- Implement strategies and resources to support pupils affected by the poverty related attainment gap
- Identify boost/intervention groups in line with PEF Proposal
- Early Intervention - use of additional Classroom Assistant and Early Years Practitioners

## **Evaluation Summary**

During this last session, we have been working towards the targets identified in our school improvement plan in order to build on our successes and address the areas for development that were highlighted through our self-evaluation procedures, and through our recent inspection. We have continued engage with the self-evaluation toolkits, How Good Is Our School 4, and How Good Is Our Early Learning and Child Care to guide us in our pursuit of excellence. To inform our practice we have planned opportunities not only to look inwards to identify our key strengths and next steps, but through collegiate working with our cluster, satellite schools and local authority, we have looked outwards, learning from what happens elsewhere to challenge our thinking.

The school has robust process and procedures in place to support self-evaluation in order to secure improvements. This data comes from range of evidence:

### Quantitative Data

- Analysis of pupils' progress and attainment using Curriculum for Excellence and Assessment for Excellence results.
- Attendance levels
- Exclusion levels

### Documentation/Evaluative Data

- Regular evaluation of School Improvement Plan by staff and pupils
- Teachers' planning and assessment
- Tracking Meetings
- Tracking of Monitoring of Individualised Education Programmes / Staged Intervention
- Personal Achievement and associated data.
- Transition plans for Early Years to P1, stage to stage and P7 to S1
- Minutes of staff meetings
- Staff PRD/PDR and Professional Update
- Records and evaluation of CLPL activities
- Remits/timetables of teachers, support staff and specialist staff

### Direct Observations

- Focussed classroom observations, including sampling pupils' work and views on their learning
- Peer Observations

### Views/Questionnaires

- Questionnaires to pupils and parent
- Views from school committee groups

Quality Indicator	School Self Evaluation
<p>1.3 Leadership of change</p>	<p><i>Developing a shared vision, values and aims relevant to the school and its community</i></p> <ul style="list-style-type: none"> <li>✓ Collegiate working, and shared school vision and values, have enabled positive change across the school and EYC</li> <li>✓ Committed hard working staff with a focus for positive outcomes for children</li> <li>✓ All staff have consistently high expectations of all learners - positive behavior evident - monitoring processes show evidence of shared expectations</li> <li>✓ School very high profile in community - support with and from local businesses etc and positive feedback from stakeholders</li> </ul> <p><i>Strategic planning for continuous improvement</i></p> <ul style="list-style-type: none"> <li>✓ Range of evidence used to identify priorities for improvement including - attainment information, observations of L&amp;T and views of stakeholders</li> <li>✓ All staff are involved in the process of change and in evaluating the impact of improvements - Monitoring calendar and paperwork linked to HGIOS4, PDR/PRD processes, self-evaluation activities</li> <li>✓ All staff have a very good understanding of the context of the school and the local community and teachers analyse data effectively to ensure they meet the needs of all</li> <li>✓ Current changes starting to improve learning and outcomes for children - staff leading changes</li> </ul> <p><i>Implementing improvement and change</i></p> <ul style="list-style-type: none"> <li>✓ School Improvement Plan focusing on improvements of outcomes in literacy, numeracy and HWB and provided collegiate working opportunities for cluster and family working</li> <li>✓ School Improvement Plan shows clear focus on managing the pace of change</li> <li>✓ Collegiate improvement agenda across cluster and families of schools</li> <li>✓ Staff know the schools strengths and development needs, including the actions that have been identified to secure improvements</li> <li>✓ Staff leading changes in school and cluster/family eg Number Talks, 3 Read Approach</li> </ul>
<p>2.3 Learning and teaching</p>	<p><i>Learning and engagement</i></p> <ul style="list-style-type: none"> <li>✓ Positive relationships foster a climate for effective learning and an inclusive ethos, Survey results - parent, pupil, staff</li> <li>✓ Almost all children are motivated and engaged in their own learning.</li> <li>✓ Most children have regular active opportunities to contribute to the life of the school and the community</li> <li>✓ Almost all learners receive high quality feedback and most understand how to improve</li> <li>✓ Emphasis on creating a Rights Respecting School - working on level 2 and a DFS gold accreditation.</li> </ul> <p><i>Quality of teaching</i></p> <ul style="list-style-type: none"> <li>✓ Almost all staff engage in professional learning and take on leadership roles in the school to enhance learning opportunities within and out with school day</li> <li>✓ A variety of learning and teaching approaches and resources are used, in order to provide high quality learning and teaching</li> <li>✓ South Ayrshire frameworks used to ensure a progressive and consistent approach to the teaching of all curricular areas</li> </ul> <p><i>Effective use of assessment</i></p> <ul style="list-style-type: none"> <li>✓ Staff use a range of assessment approaches to support professional judgment and inform and plan next steps</li> <li>✓ Teachers use assessment grids to track assessments in literacy and numeracy</li> <li>✓ Assessments gathered from a range of sources including standardised tests, data analysis, teacher judgement and observations</li> <li>✓ An increased focus on moderation in literacy and numeracy, across school and cluster, supporting a shared understanding of expectations and achievements</li> </ul> <p><i>Planning, tracking and monitoring</i></p> <ul style="list-style-type: none"> <li>✓ Planning has been recently refreshed and is proportionate and progressive - new weekly planning introduced</li> <li>✓ All staff are committed to using South Ayrshire's Curriculum Frameworks to ensure consistent pedagogy and increase pace and challenge across the school</li> <li>✓ New approaches to tracking and monitoring processes are being used effectively to ensure positive outcomes for learners</li> <li>✓ All teaching staff effectively use data, alongside other approaches, to focus on</li> </ul>

	<p>improvement</p> <ul style="list-style-type: none"> <li>✓ Attainment tracking meetings robust and focus on equity and equality of experiences</li> </ul>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p><i>Wellbeing</i></p> <ul style="list-style-type: none"> <li>✓ All stakeholders work very well together to provide an inclusive, safe and secure learning environment for all children</li> <li>✓ Relationships across the school and EYC are very supportive and founded on a climate of mutual respect - Nurture room and new nurture time initiative, positive behaviour in all areas of school, high expectations set which children respond well to, positive behaviour systems and values based learning in place, positive relationships with families and partners</li> <li>✓ Strong supports in place to ensure children feel safe and cared for in school and EYC and receive help in a timely manner</li> <li>✓ Wellbeing indicators used within planning of targets in staged intervention paperwork</li> <li>✓ Rights Respecting School Level 1 status - clear understanding of rights evident throughout school</li> </ul> <p><i>Fulfilment of statutory duties</i></p> <ul style="list-style-type: none"> <li>✓ Staff have an understanding of legislative framework relating to wellbeing, equity, and inclusion and are developing confidence in their role - child protection training, school systems in place</li> <li>✓ Attendance tracked and monitored by SMT</li> </ul> <p><i>Inclusion and equality</i></p> <ul style="list-style-type: none"> <li>✓ Clear overview and regular review of all children including those with learning, social or emotional needs - range of staff provide support across the school</li> <li>✓ Strong partnership working with a collegiate approach to improving outcomes for children</li> <li>✓ Parents and children involved in setting targets within IEPs</li> <li>✓ Clear remits for all staff supporting vulnerable learners</li> <li>✓ HWB overviews and tracking documents</li> </ul>
<p>3.2 Raising attainment and achievement</p>	<p><i>Attainment in literacy and numeracy</i></p> <ul style="list-style-type: none"> <li>✓ Most children are attaining appropriate levels at key stages in literacy and numeracy</li> <li>✓ Children make good progress from their prior levels and develop a broad range of skills and knowledge in numeracy and literacy</li> <li>✓ School Improvement Plan projects in literacy and numeracy focusing on raising attainment.</li> <li>✓ Staff levels of understanding increased using assessment data and professional judgements.</li> <li>✓ Reliable school data including CEM, CFE and GL</li> <li>✓ Almost all children respond positively to their learning in literacy and numeracy</li> <li>✓ Effective support and focused opportunities with Pupil Support Teacher for those at risk of missing out</li> </ul> <p><i>Attainment over time</i></p> <ul style="list-style-type: none"> <li>✓ Almost all children attain and achieve well across the school, making progress from prior levels.</li> <li>✓ Almost all children make good progress as they move through the EYC and school</li> <li>✓ Almost all children are engaged in their learning and take responsibility for their own achievements</li> <li>✓ Targeted interventions in place to ensure continuous progress</li> </ul> <p><i>Overall quality of learners' achievement</i></p> <ul style="list-style-type: none"> <li>✓ Almost all children are successful learners and contribute to the life and positive ethos of the school</li> <li>✓ The schools robust tracking systems support improvements in attainment</li> <li>✓ Data includes summative assessments, formative assessments and professional judgements and is linked to SIMD, CP, FME and LAC</li> <li>✓ Analysis of schools data results with those in cluster, family of schools and authority</li> <li>✓ Teaching staff increasingly skilled in tracking cohorts and individuals</li> <li>✓ Identification and tracking of boost groups to close gaps in learning</li> <li>✓ New methodologies introduced eg Number Talks, 3 Read Approach, Reading Wise, Catch-up Literacy.</li> </ul> <p><i>Equity for all learners</i></p> <ul style="list-style-type: none"> <li>✓ The inclusive school ethos and focus on a holistic approach is supporting most children to attain at appropriate levels</li> <li>✓ Very high level of pastoral care for vulnerable children</li> </ul>

	<ul style="list-style-type: none"> <li>✓ School vision reflects equality</li> <li>✓ Attainment/tracking meeting with staff</li> <li>✓ Classroom observations</li> <li>✓ Tracking of wider achievements and personal achievements</li> <li>✓ Learning pathways</li> <li>✓ Regular engagement with a variety of partners</li> <li>✓ Most children, at their own level, can successfully discuss their achievements</li> <li>✓ Children able to, through a variety of opportunities, have their say on learning experiences, and how to improve</li> </ul> <p><i>Equity for all learners</i></p> <ul style="list-style-type: none"> <li>✓ Positive relationships throughout EYC and school</li> <li>✓ Personal and wider achievement is recognised and celebrated</li> <li>✓ Enhanced transitions</li> <li>✓ Focused work with family schools (SIMD based)</li> <li>✓ Positive relationships between home and school and in everyday practice</li> <li>✓ Nurture approach and focus groups</li> <li>✓ Attendance levels tracked</li> </ul>
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## What are the key priorities for improvement in 2017/18?

In line with guidance from the National Improvement Framework, the key priorities for Annbank Primary and Early Years Centre for session 2017/18 are:

<p><b><u>School Priority 1 :</u></b> To improve attainment in literacy and close the attainment gap between the most and least disadvantaged children. Actions and interventions to close the attainment gap between the most and least disadvantaged children are also detailed within the Pupil Equity Fund proposal.</p>	
<p><b><u>NIF Priorities:</u></b></p> <ul style="list-style-type: none"> <li>✓ Improvement in attainment, particularly in literacy and numeracy</li> <li>✓ Closing the attainment gap between the most and least disadvantaged children</li> </ul> <p><b><u>NIF Drivers:</u></b></p> <ul style="list-style-type: none"> <li>✓ School Leadership</li> <li>✓ Teacher Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Assessment of Children's Progress</li> <li>✓ School Improvement</li> <li>✓ Performance Information</li> </ul>	<p><b><u>Links to HGIOS 4 / HGIOELC</u></b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Partnerships</li> <li>3.2 Raising attainment and achievement</li> </ul>
<p><b><u>School Priority 2 :</u></b> To improve attainment in numeracy and close the attainment gap between the most and least disadvantaged children. Actions and interventions to close the attainment gap between the most and least disadvantaged children are also detailed within the Pupil Equity Fund proposal.</p>	
<p><b><u>NIF Priorities:</u></b></p> <ul style="list-style-type: none"> <li>✓ Improvement in attainment, particularly in literacy and numeracy</li> <li>✓ Closing the attainment gap between the most and least disadvantaged children</li> </ul> <p><b><u>NIF Drivers:</u></b></p> <ul style="list-style-type: none"> <li>✓ School Leadership</li> <li>✓ Teacher Professionalism</li> <li>✓ Parental Engagement</li> <li>✓ Assessment of Children's Progress</li> <li>✓ School Improvement</li> <li>✓ Performance Information</li> </ul>	<p><b><u>Links to HGIOS 4 / HGIOELC</u></b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Partnerships</li> <li>3.2 Raising attainment and achievement</li> </ul>

**School Priority 3:**

To improve children and young people's health and wellbeing.

Actions and interventions to close the attainment gap between the most and least disadvantaged children are also detailed within the Pupil Equity Fund proposal

**NIF Priority:**

Improvements to children's wellbeing

**NIF Drivers:**

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

School Improvement

Performance Information

**Links to HGIOS 4 / HGIOELC**

1.1 Self-evaluation for self-improvement

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Partnerships

3.2 Raising attainment and achievement

**School Priority 4: Learning, Teaching and Assessment/Moderation**

To develop robust arrangements for assessment and moderation to provide valid, reliable evidence of pupils progress and have shared expectations of standards to be achieved

To develop learning and teaching approaches with a focus on pace and challenge for all learners ensuring there are more opportunities to lead learning

**NIF Priority:**

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

Improvement in employability skills and sustained, positive destinations

**NIF Drivers:**

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

School Improvement

Performance Information

**Links to HGIOS 4 / HGIOELC**

1.1 Self-evaluation for self-improvement

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Partnerships

3.2 Raising attainment and achievement

**What is the capacity for improvement?**

The robust procedures for self-evaluation underpin the high quality of education being delivered in Annbank Primary School. Staff across the school are committed to developing their practice which has had a positive impact on outcomes for our learners across the school and Early Years Centre as detailed above. This session, all teaching staff have engaged with the new GTC Professional Update process. Both Teaching and Support Staff, through the Professional Review and Development and Professional Development and Review processes have been afforded opportunities for both professional and personal development. Working with our Local Authority Satellite Teams, we have updated our skills and knowledge in a variety of areas as a Number Talks, Bloom's Taxonomy, Assessment and Moderation, Additional Support Needs, Dyslexia, Working Memory, strategies and resources to improve attainment in Literacy and Numeracy, Child Protection and Behaviour Management.

Leadership at all levels continues to be developed, with most members of staff leading on key areas of school improvement.

Family Learning programmes this session have been mostly well attended and this is an area that we will continue to build on, taking account of the views of our families and partner agencies.

The school community knows its strength and areas for development. After our in-depth self-evaluation and our inspection we are well placed to continue on our journey of improvement; building on our existing successes and continuing to support every child.