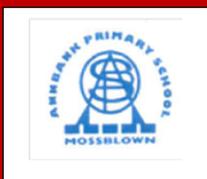




Annbank Primary School *and* Early Years Centre

STANDARDS AND QUALITY REPORT

SESSION 2021-2022



Annbank Primary School and Early Years Centre

Standards and Quality Report

2021-2022

BACKGROUND INFORMATION TO SESSION 2021-2022

The academic session of 2021-2022 has been a year of recovery, adaptation and continued caution. The impact of COVID 19 has brought significant disruption to life and education all over the world and, following a year of lockdowns and periods of online learning, all schools in the country slowly started to reduce mitigations and find their new 'normal.'

August 2021 saw the beginning of a new school year and a heavy focus continuing to be placed on academic recovery and wellbeing. All pupils returned to school and followed robust COVID 19 mitigations. Classes were taught face-to-face and continued to be in bubbles. At the start of the session, teaching and learning opportunities were still reduced due to on-going mitigations and there was an increased focus on the teaching and learning of Literacy, Numeracy and Health and Wellbeing.

A COVID Recovery Teacher was employed in Annbank Primary School 3 days a week. This individual supported the Primary 3 year group, delivering effective interventions and consequently closing gaps and raising attainment. A significant number of individuals across this stage had gaps in both Literacy and Numeracy skills, some of which were created by the disruption to their learning caused by COVID.

After the Easter holiday, all mitigations came to an end and we were able to open our doors to parents and outside agencies.

This unprecedented and continued disruption to an academic year has had an impact on attainment and wellbeing for a small number of our pupils, however, as you will read in the following report, due to the hard work and commitment of all stakeholders, most of our pupils, in fact, almost all in some stages, have continued to progress in their learning and thrive in the face of adversity.

ANNBANK PRIMARY SCHOOL & EARLY YEARS CENTRE - CONTEXT

Annbank Primary School and Early Years Centre is 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.

The school is part of the Ayr Cluster which comprises of 4 local primaries and Ayr Academy. Annbank Primary is non-denominational and in session 21/22 the roll was 269 pupils, arranged in 11 classes from Primary 1 through to Primary 7. This allowed us a staffing compliment of 14.3 FTE. There were 9 straight classes, and 2 composite classes, P2/1 and P5/4.

Our Early Childhood Centre offers 1140 hours and is open 52 weeks of the year. We have a 2–3-year room, a 3–5-year room and free flow space to outdoor learning. We have 45/45 capacity in our 3–5-year room and 15/15 capacity in our 2–3-year room. In session 21/22, 5 pupils were enrolled in the 2–3-year room, and in the 3–5-year room 65 pupils were enrolled.

35 pupils in P4-7 were accessing FME, this equates to 27% of all pupils in P4-7. Also, 106 pupils in P1-7 accessed a clothing grant and this equates to 40% of the total school roll. In terms of The Scottish Index of Multiple Deprivation (SIMD), 0.3% of pupils live in deciles 1 and 2, 71% of pupils live in deciles 3 and 4, 24% live

in decile 5 and 3% live in deciles 6 – 8. In the academic year 2021-22, average attendance was 90.5% which is 4.6% lower than the 2020-21 attendance rate of 95.1%. There were no exclusions in session 2021-22.

FME P4-7					SIMD DATA 2021-2022										
STAGE	P4	P5	P6	P7	SIMD No.	1	2	3	4	5	6	7	8	Not found	
No. of Pupils	11	11	5	8	No. of Pupils	1	0	4	186	64	4	5	0	5	

The school senior management team consisted of a Head Teacher, a Deputy Head Teacher, and an acting Principal Teacher. Working within P1 -P7 we had 7 full-time teachers, 4 part-time teachers, 2 Newly Qualified Teachers, and 1 part time Pupil Support Teacher (0.6). We had 5 School Assistants, 4 working full-time and 1 working part-time.

In the Early Years Centre we employed 2 Depute Centre Managers, a 1.0 Class Teacher, 2 Senior Early Years Practitioners and 16 Early Years Practitioners. We also had 2 Clerical Staff, a Janitor, Cleaning Staff and Catering Staff. The school was supported by a Peripatetic Music Specialist for Percussion Instruction and throughout some of the school session, we were also supported by an Active Schools' Co-ordinator.

We have a dedicated, hardworking, caring staff who work very effectively as a team to deliver the best possible experiences for all learners.

VISION AND VALUES

Our 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.

Our Values

Annbank Primary School values are at the forefront of school life and shape all of our actions and behaviours. Our values are displayed prominently around our school building and are referred to daily, both in and out of the classroom.



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



In Annbank Primary School we focus on building strong, positive relationships across the school, and all pupils being **Ready, Respectful and Safe**. All staff and pupils have high expectations of behaviour and building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded.

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.

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 full potential.
- ✓ **In Attainment** – support each child in achieving his/her full 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 and included.
- ✓ **In Resources** – work to achieve best value in the use of all resources, human and material, to provide high quality educational experiences.
- ✓ **In Management, Leadership and Quality Assurance** - through the implementation of good quality assurance systems, work to achieve effective management, self-evaluation and educational development.

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

We have high expectations for all learners and promote achievement and attainment in its widest sense. The academic session 2021-2022 has been another very different session to all others due to COVID, mitigations and recovery. Nevertheless, Pupil Attainment is good and most pupils are continuing to progress in their learning and build on prior levels of attainment.

Achievement of a Level by Stage 2020-21

LEVEL DATA	Early Secure P1	First Secure P4	Second Secure P7
Reading	91%	84%	81%
Writing	91%	84%	75%
List. & Talk	97%	84%	86%
Numeracy and Maths	94%	85%	72%

Achievement of a Level by Stage 2021-2022

LEVEL DATA	Early Secure P1	First Secure P4	Second Secure P7
Reading	80%	79.5%	73.2%
Writing	80%	74.4%	73.2%
List. & Talk	82.5%	92.3%	87.8%
Numeracy and Maths	87.5%	87.2%	78%

As you can see from the comparative data above, this year there has been a decrease in progress in Reading results in Primary 1, 4 and 7, and Writing results in Primary 1, 4 and 7. There has been an increase in Numeracy and Maths results in Primary 4 and Primary 7, however there has been a dip in Numeracy attainment in Primary 1. Primary 1 attainment across the board is lower than the previous session. COVID continues to impact on school performance, for some children poor attendance, due to having COVID/ as a consequence of insecure routines within a small number of family homes post COVID, continues to be a challenge and this is impacting adversely on results. Raising and maintaining attendance is an on-going school priority across all stages.

PROGRESS FROM SCHOOL IMPROVEMENT PLAN

Priority 1: Literacy: To improve attainment in Literacy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children’s Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children’s progress

Progress and Impact

- ✓ A Curriculum Mapping exercise was completed. This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- ✓ An annual Assessment Calendar was created. Schonell Spelling and Reading assessments and GL Assessments were completed in all classes from P1-7, at the beginning and end of the session. These assessments benchmarked attainment and highlighted pupils who would benefit from being challenged and supported in their learning.
- ✓ Very effective deployment of School Assistants, our Pupil Support Teacher and our COVID Recovery Teacher ensured that their time implementing Literacy interventions and supporting boost groups and individuals was maximised and consequently gaps in learning closed and the number of pupils on STINT paperwork decreased.
- ✓ The ‘Read Woke’ project, led by our school Librarian and a class teacher, improved levels of engagement in all classes. It also encouraged very successful partnership working between our P1 and P2 and P6 and P7 classes.



PEF Funded Initiatives

- ❖ A Toolkit of Interventions has been implemented throughout the school with boost groups for Literacy being supported by School Assistants, the COVID Recovery Teacher, the Pupil Support Teacher and the Pupil Support Co-ordinator. This has helped to raise attainment and close gaps in Literacy.
- ❖ Additional ipads, class novels and class library books were purchased to support and develop reading skills. These helped to increase levels of engagement and raise attainment.
- ❖ Partnership working with a PEF funded Librarian, PEEP, and the Scottish Book Trust has helped to raise attainment across first and second level classes. Accelerated Reading has been further resourced and developed across P4 -P7 by our excellent Librarian. Pupils have continued to complete STAR reading assessments with progress being closely monitored. Almost all pupils improved on previous scores.

- ❖ Author and Artist Rossi Stone delivered several virtual tutorials on how to master spelling using visual strategies. These strategies helped to support and improve the spelling attainment of some learners.
- ❖ Play Based CLPL opportunities in the Early Years and the purchase of new play resources have continued to support the transition to a play-based learning approach across all learning in P1 -2.

Next Steps 2022/2023

- 'Teaching Children to Listen' to be rolled out across the school. CLPL to be delivered to all staff on the use of this resource.
- Deliver Talk Boost and 3-Read interventions across Early Years.
- School Assistants and our PST to continue to deliver personalised interventions with Literacy Boost groups. Number of SAs supporting pupils to increase, if possible.
- Continue to deliver Talk for Writing across all stages. Talk for Writing Training to be delivered.
- Timetable a designated School Assistant to deliver Speech and Language support to identified pupils.
- Continue to develop a play-based approach to learning across P1 -2.
- Continue to work very closely with our School Librarian to grow everyone's love of reading. Display a 'Class V Class' scoreboard in a central area of the school, tracking number of words read by all classes using Library books.
- Reintroduce Reading Buddies in all P1-4 classes.
- Refresh the use of MTV strategies across every stage.
- Work with cluster colleagues to develop writing assessment skills/ a bank of assessment resources.
- Work collegiately to create a bank of Spelling 'Chilli Challenges'.



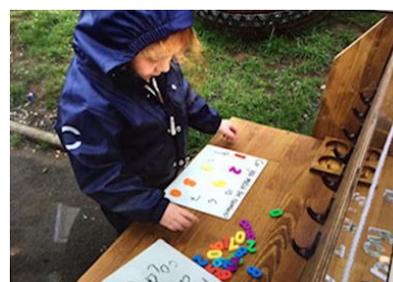
Priority 2: Numeracy: To improve attainment in Numeracy and close the attainment gap between the most and least disadvantaged children.

Links to HGIOS 4/ HIGIOELC

NIF Drivers	HGIOS 4: Learning Provision	HGIOS 4: Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.2 Curriculum 2.3 Learning, Teaching and assessment 2.4 Personalised Support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress

Progress and Impact

- ✓ A Curriculum Mapping exercise was completed. This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- ✓ Continuing to reinforce and implement Scott Morrow's Numeracy methodology has helped to further embed part/part/whole, bar modelling and concrete/ pictorial/ abstract concepts and raise attainment for most pupils.
- ✓ The purchase of additional active learning Numeracy resources has supported the roll out and continuation of play-based learning across P1-2 classes.



PEF Funded Initiatives



- ❖ Increased School Assistant hours has enabled almost all classes to be supported by an additional adult during some Numeracy sessions. This support has helped most pupils to close gaps and raise attainment.
- ❖ The purchase of additional I pads and the increased use of IT to reinforce number concepts has helped to secure learning and raise attainment for most pupils.
- ❖ Rossi Stone, very successful dyslexic artist and author, shared successful Numeracy visual learning strategies with all pupils. These strategies helped to support and improve the Numeracy attainment of most learners.
- ❖ The purchase of additional concrete materials such as tens frames, coloured counters, fraction boards, tens and units rods and magnetic tens & units has helped greatly to support and compliment the teaching and learning experience. Working with concrete materials to solve a computation has helped to clarify and affirm understanding and has consequently contributed towards raised levels of attainment.

Next Steps 2022/2023

- Continue to embed and develop a play-based approach to learning across P1 -2.
- Continue to teach strategies such as Part/ Part/ Whole; Bar Modelling and Concrete/ Pictorial/ Abstract in all classes. Create a bank of resources, including Mr Morrow's materials, to support this.
- Re-focus on 'Number Talks' and give more time to delivering strategies.
- SAs/ Teachers to continue to support Boost Groups in Numeracy.
- Outdoor learning CLPL opportunities in Numeracy to be organised and delivered.
- A list of online Numeracy and Maths resources to be collated and shared.
- Additional purchase of concrete materials and I pads to support learning in classrooms.

Priority 3: HWB: To improve children, staff and families HWB

Links to HGIOS 4/ HIGIOELC

NIF Drivers	Learning Provision	Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.1 Safeguarding and Child Protection 2.4 Personalised Support 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress

Progress and Impact

- ✓ A Curriculum Mapping exercise was completed. This highlighted Es and Os still to be covered across levels. Teachers worked collegiately within their levels to streamline workload and ensure full coverage of all outcomes at the end of a level.
- ✓ Our school Relationship Policy continues to promote positive behaviour throughout the school and is working well in supporting almost all children.
- ✓ Anti-bullying week, Internet Safety week, DFS week and RRS week all raised awareness of different issues and were well received.
- ✓ RRS is embedded across the school and it has had a positive effect on the wellbeing of all children. We are now a RRS Gold school, achieving gold status this session.



- ✓ The successful bid for Lottery funding enabled all classes across the school to engage with 'Adventure Centre for Education' and participate in a wealth of excellent outdoor learning experiences. These activities helped to improve all aspects of wellbeing and engagement for all pupils.
- ✓ Primary 7H visited Dolphin House during May. P7F participated in outdoor learning experiences with Dolphin House instructors during June. This helped to improve team building skills, social skills and wellbeing.
- ✓ South Ayrshire Youth Worker Emma Smith engaged weekly with our P6 and P7 pupils. She focussed on restorative conversations, building resilience skills and self-reflection, all of which helped to improve the wellbeing of almost all pupils.
- ✓ Recognition boards continue to be used effectively in classrooms to successfully promote achievements and successes.
- ✓ Outside agencies (Barnardos, Aberlour, Educational Psychologist, Intensive Support, Social Work, and Community Police Officer) have been working closely with targeted children throughout the school and this has proved beneficial to their wellbeing and meeting needs.
- ✓ Almost all teachers and school assistants participated in Mapa training, this has helped to de-escalate/ improve behaviour throughout the school.
- ✓ Bikeability 1 and 2 was delivered to 58 children with a 95% pass rate.
- ✓ After-School clubs returned Term 4. These were very well received and attended by all classes, our pupils welcomed their return and they had a positive effect on the wellbeing of those who attended.



PEF Funded Initiatives

- ❖ Outdoor activities were purchased for every class to use at play and break. This has helped to increase levels of engagement in play. These activities have helped to improve social skills and wellbeing.
- ❖ A PEF funded Principal Teacher has focussed on raising awareness of and supporting Mental Health and Wellbeing. As well as contributing towards raised attainment in HWB, this has really helped all staff and pupils to appreciate the importance of/ enjoy positive Mental Health.
- ❖ All teaching staff participated in online Playback Ice Training – this is the online learning platform for the 'Knowing Me, Knowing You HWB resource. This training helped to raise awareness of this online learning resource which the school has purchased and hopes to roll out next session, consequently improving HWB experiences for all pupils.
- ❖ Marie Forrest, Outdoor Learning and Behaviour Specialist, supported a disengaged pupil who is struggling to access his classroom/ self-regulate, and she focussed on improving his HWB. Engagement during her sessions with this individual was very positive and helped to improve the individual's self-esteem and levels of engagement whilst in class.
- ❖ Our free Breakfast Club continues to support working families and helps to ensure targeted children have a breakfast and are ready to learn when in school.
- ❖ All classes participated in a school trip. These enhanced learning experiences taking place in the classroom and consequently improved levels of engagement and attainment.



Next Steps 2022/2023

- Further develop self-evaluation across the school using HGIOS4 and linking Care Standards to HGIOELC.
- Develop capacity in our senior pupils to lead HWB initiatives.
- Further develop our Nurture Provision throughout the whole school. Ensure a strong nurture based approach lies at the heart of all Teaching and Learning.
- Continue to schedule focus weeks throughout the school year – linked to SIP priorities.
- Knowing Me Knowing You approaches to Mental Health and Wellbeing to be implemented in all classes.
- The wearing of school uniform for all to be encouraged across the school.
- Re-engage with Specialists and Active Schools to compliment the PE curriculum and improve engagement.
- Continue to deliver experiences beyond the classroom, namely after-school clubs, and promote participation.



Priority 4: Cluster Plan: To support all learners' mental, physical, emotional and social health as effectively as possible through transitions.

Links to HGIOS 4

NIF Drivers	Learning Provision	Success and Achievements
Performance Information Assessment of Children's Progress Teacher Professionalism School Leadership School Improvement Parental Engagement	2.1 Safeguarding and Child Protection 2.4 Personalised Support 2.7 Partnerships	3.1 Improvement wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress

Progress and Impact

- ❖ Ross Miller, acting DHT Ayr Academy, responsible for all P7-S1 transitions, has liaised very closely with all cluster primary schools on transition and has spent a number of sessions in schools working with Primary 7 pupils. A very successful transition programme of activities has rolled out throughout the academic year. This has helped to reduce anxieties and build up a picture of what life in Ayr Academy will be like for first year pupils.
- ❖ Regular transition meetings were staged between primary and secondary colleagues, this ensured a consistent approach to secondary placement transition and a continued focus on developing very positive partnership working.
- ❖ Our EYC Teacher, EYC Depute Centre Manager, acting PT and Primary 1 teachers worked together to create a very effective transition programme for EYC and Primary 1. This programme involved all stakeholders including parents, and senior pupils, working together to deliver a multitude of enriching transition events which helped to ensure all parents were fully informed of their child's transition into Primary 1 and consequently all EYC pupils are ready to continue their early years' experience in Primary 1 in August 2022.
- ❖ Transition meetings with receiving teachers took place during the month of June. This information sharing activity will ensure new teachers are fully aware of attainment, achievement and needs.

Next Steps 2022/2023

- Continue to work very closely with Ayr Academy on Primary 7 transition, contributing to the transition programme and its content.
- Continue to promote across level working in the early years' building, create a calendar of transition events and involve all stakeholders in supporting this process.
- Add regular level meetings to the staff meeting calendar. Continue to promote collegiate working and information sharing across a level.
- Continue to develop knowledge, understanding and experience in working with new levels and reporting procedures.
- Continue to improve the validity and reliability of teacher's professional judgements in the BGE to achieve consistent standards and shared expectations.
- Continue to use Experiences and Outcomes and Benchmark Statements when determining whether or not a pupil is secure at a level.

EVALUATIVE SUMMARY

This has been another very different year for all schools because of COVID. Right up until after the Easter holidays, classes were taught face-to-face and continued to be in bubbles and teaching and learning opportunities were still reduced due to on-going mitigations. For a large part of the session, the curriculum has been adapted to focus on closing gaps in Literacy, Numeracy and Health and Wellbeing and this has been achieved in part.

This year we have had very few visiting specialists come into school to enhance the learning experience and we are only just beginning to deliver extra-curricular activities. These mitigations have impacted on the variety of learning experiences being delivered but not the quality of what has been delivered in Annbank Primary School. The hard work and dedication of all of our staff through extremely different and challenging times has to be highly commended. Our staff have been adaptable, flexible and they have worked really hard and smart to ensure most pupils in Annbank Primary School have continued to attain in the face of adversity and achieve their full potential.

Throughout the session the school has continued to 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 and local authority, we have looked outwards, learning from what happens elsewhere to challenge our thinking.

The school has robust processes and procedures in place to support self-evaluation in order to secure improvement. The data in this report comes from a range of evidence:

Quantitative Data

- Attendance levels
- FME data
- SIMD data
- GL Assessment
- In house assessment data

Documentation/Evaluative Data

- Regular evaluation of the SIP by staff and pupils
- Teachers' planning and assessment files
- Tracking Meetings
- Tracking and monitoring of Staged Intervention paperwork
- Personal Achievement and associated data.
- Transition planning for EY 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 the management team, 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 parents

getting
it right
for every child



Quality Indicator and Grading	School Self-Evaluation
1.3 Leadership of Change - 5	<ul style="list-style-type: none"> ✓ We work together effectively with cluster schools in addressing National and Local priorities. ✓ Structured approach to dedicating time for collaborative discussions on key issues such as moderation and sharing good practice. ✓ Collaborative approaches to self-evaluation and strategic planning for implementing improvement and change. ✓ Analysis and evaluation of attainment data ensuring impact on learners' successes and achievements. ✓ Stakeholders (pupils/staff/parents/partners) are involved in self-evaluation and planning for improvement - some areas to be re-established in new innovative ways. ✓ Staff ensure pupils' learning experience is positive and consistent by sharing good practice and taking into account the views of all stakeholders. ✓ Pupils are encouraged and supported to take responsibility for their own learning and progress. ✓ Senior management engage with research and policy and reflect on this regularly as a team.
2.3 Learning, Teaching and Assessment - 4	<ul style="list-style-type: none"> ✓ A wide variety of innovative and creative resources and teaching approaches are employed to meet the range of preferred learning styles of our young people. ✓ Learners experience activities which are varied, differentiated, and active and provide effective support and challenge. ✓ Pupils demonstrate high levels of engagement and motivation at all stages of the school. ✓ Quality of teaching is sound and continues to be robust throughout the school. ✓ We are continuing to make good progress in making informed and accurate judgements about pupils' work in relation to local and national standards. ✓ Robust systems are in place to track and monitor children's progress.
3.1 Ensuring Wellbeing, Equality and Inclusion - 5	<ul style="list-style-type: none"> ✓ Staff work with parents/carers and all relevant partner agencies to ensure potentially vulnerable young people are identified and supported appropriately. ✓ Those in need of additional support are identified through a rigorous system to monitor and track pupils' progress data on a regular basis. This allows interventions to be made at the earliest possible time, removing any potential barriers to learning. ✓ Positive relationships lie at the heart of everything we do at Annbank PS and EYC. ✓ We have a long established climate of mutual respect where everyone is nurtured and we aim to ensure that everyone feels valued. ✓ We have been accredited as a Rights Respecting GOLD level school.
3.2 Attainment and Achievement - 4	<ul style="list-style-type: none"> ✓ We consistently perform well in relation to local and national figures, and areas for improvement have been identified and are being addressed. ✓ Attainment and achievement is good in many aspects of learning across the school. ✓ We work hard as a school community to ensure equity for all families and address barriers to learning. ✓ Well-established culture of high achievement and attainment with high expectations for all our pupils. Staff understand their role and responsibility in supporting pupils' Literacy, Numeracy and Health and Well-Being. ✓ Effective use of assessment evidence informs teacher judgements and is used to communicate progress and monitor and track data with all stakeholders. ✓ Confident teacher judgements, together with benchmarking and an appropriate range of assessments, are leading to improvements in attainment. ✓ Pupils are regularly engaged in evaluative conversations about their learning.

PRIORITIES FOR IMPROVEMENT

What are the key Priorities for Improvement in 2022-2023?

In line with the National Improvement Framework aims, next session's plan continues to focus on improving **Literacy and Numeracy** outcomes for all learners in our school, ensuring **wellbeing, equity and inclusion, raising attainment for all** and **transition**.

School Priority 1: Teaching, Learning and Assessment - Raising Attainment for all in Literacy

Improve attainment in Literacy and close the gap between the most and least disadvantaged children

Reading -

- ❖ To raise attainment in reading across the school.
- ❖ All pupils will receive well-planned, high quality learning opportunities in reading through the development of consistent approaches to pedagogy and assessment.
- ❖ Continue incentive based Read Woke reading project to encourage and challenge pupils and staff to read books outside of their social norm, broadening understanding and engagement with social justice.

Writing –

- ❖ To raise attainment in writing across the school.
- ❖ All pupils will receive well-planned, high quality learning opportunities in writing through the development of consistent approaches to pedagogy and assessment.

Listening & Talking -

- ❖ To develop a consistent approach to Listening and Talking across the school.
- ❖ To further develop good listening and talking skills with all children.

School Priority 2: Teaching, Learning and Assessment - Raising Attainment for all in Numeracy

Improve attainment in Numeracy and close the gap between the most and least disadvantaged children

- ❖ To raise attainment in Numeracy and Maths across the school.
- ❖ All pupils will receive well-planned, high quality learning opportunities in Numeracy through the development of consistent approaches to pedagogy and assessment.

School Priority 3: Ensuring Wellbeing, Equity and Inclusion

Continue to improve children and young people's HWB; strengthen school's approaches to 3.1 and 2.4 to impact positively on pupil's HWB, attainment and achievement

- ❖ Redesign HWB curriculum to ensure consistency, progression and innovative practice across school.
- ❖ To promote high attendance and ensure pupils have the supports needed to foster good attendance habits.
- ❖ Enhance nurture provision across the school and develop nurture approaches for all.
- ❖ Support the inclusion of all learners within the school.
- ❖ Provide environments that are supportive and inclusive.

School Priority 4: Wider Areas - Teaching, Learning and Assessment - Raising Attainment for All

To further embed and develop digital literacy skills for staff and learners

- ❖ Work towards digital school's award.
- ❖ Improve range of digital tools and resources available to staff and learners to support the development of their digital skills.
- ❖ Ensure robust systems are in place to share learning.
- ❖ All pupils celebrate and value their achievements and progress through profiles.
- ❖ All pupils are confident in identifying targets for their learning and tracking their learning journey.
- ❖ All pupils become more skilled in setting personal targets, reflecting on their own learning, and being able to identify next steps for themselves.

Greater focus on learning outdoors to improve engagement, enjoyment and attainment for learners

- ❖ Outdoor learning will be a regular, progressive, curriculum led experience that motivates and engages all learners.

Continue to implement Making Thinking Visible

- ❖ Consistent approach to embedding Making Thinking Visible routines across the curriculum.

Extend play-based approach in early level and P2

- ❖ Play pedagogy established across early level and into P2.

School Priority 5: Cluster Plan: To support all learner’s mental, physical, emotional and social health as effectively as possible through transitions

Effective Transition

- ❖ Supporting pupils’ pastoral needs and learning needs as they move into, through and beyond school.
- ❖ Increased confidence of teacher professional judgement through online digital moderation using Glow.
- ❖ Focus on achieving improved Literacy, Numeracy and Health and Wellbeing outcomes across transition.
- ❖ All schools self-evaluate their digital literacy and create a cluster digital vision.

What is the Capacity for Improvement?

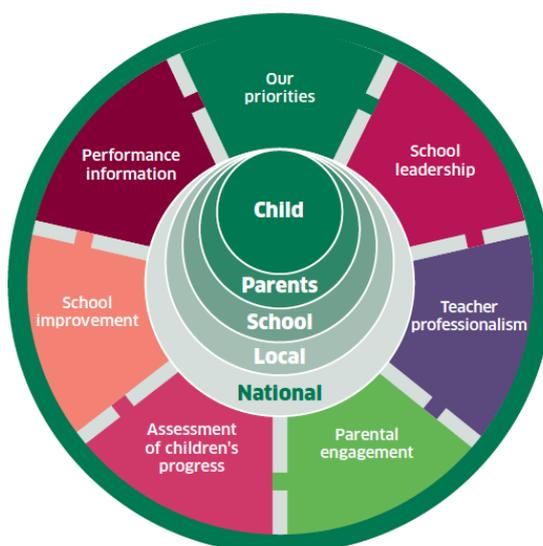
The overarching focus for our continuous improvement journey is to raise attainment and achievement for all, embedding the vision of the National Improvement Framework within Annbank Primary School and Early Years Centre.

The robust procedures for self-evaluation underpin the high quality of education being delivered in our establishment. 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 throughout this report.

Our capacity for improvement has been measured through the careful analysis of triangulated quality assurance evidence alongside ‘How Good is our School 4’ and ‘How Good is our Early Learning Centre.’ Additional evaluation of our Pupil Equity Fund projects and targeted interventions has also allowed us to analyse the strategic gains made towards ensuring both excellence and equity for all and identify future opportunities for strategic growth.

Our School Improvement Priorities for Session 2022-2023 sets a clear path for future development and, with the support of a number of new teaching staff this session, we are well placed to take this forward. Our team is enthusiastic and committed to securing positive changes and improvements for all. Staff at all levels are encouraged to lead initiatives and share their learning with colleagues, pupils and parents.

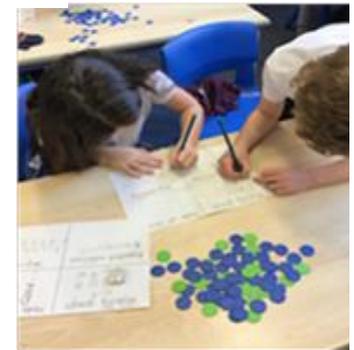
The school community knows its strengths and areas for development and together it will move forward and achieve continued success!



National Improvement Framework for Scottish Education



EDUCATION
is the **MOST**
Powerful
weapon for
CHANGING THE
WORLD.
Wilson Manville



Together Everyone Achieves More! #AnnbankPS