



**Annbank Primary School  
and Early Years Centre**  
**Improvement Plan and Recovery Planning**  
Achieving excellence and equity for all learners  
and to close attainment gaps.



**IMPROVEMENT PLAN: 2022-2023**

**As a Rights Respecting School, we acknowledge the importance of Article 3 in all we do:  
'The best interests of the child must be a top priority in all actions concerning children.'**



## Our Vision

At Annbank Primary School and Early Years Centre 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.

*“A learning community’s well-being has a lot to do with the quality of relationships, cohesion, inter-dependence and belonging.”*

## VALUES

- Equality
- Truth/ honesty
- Respect
- Effort
- Inclusion



## Aims

In a positive, safe, caring environment at Annbank Primary and Early Years Centre 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.

### South Ayrshire Council Plan

1. Effective leadership that promotes fairness
2. Reduce poverty and disadvantage
3. Health and care systems that meet people's needs
4. Make the most of the local economy
5. Increase the profile and reputation of South Ayrshire and the Council
6. Enhanced environment through social, cultural and economic activities.

### Children's Services Plan - Draft

1. Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
2. Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
3. Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
4. Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
5. Ensure children and young people have a voice in influencing service delivery that affects their lives.

### National Improvement Framework

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained positive school leaver destinations for all young people

### National Improvement Framework Drivers

1. School Leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

## Teaching, learning and assessment - Raising attainment for all in literacy

HGIOS 4 Quality Indicators 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement		NIF Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Targets for Raising Attainment: Raising attainment in reading: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 82% to 90% Raising attainment in writing: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 76% to 85% Raising attainment in listening and talking: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 83% to 90%	
Outcomes - focused on learners Links to NIF & LA		Tasks	Lead Person & Timescales	Impact	
				Measures, targets, stakeholder views	Monitor and review CLPL
<b>Improve attainment in literacy and close the gap between the most and least disadvantaged children</b>	<b>To raise attainment in reading across the school</b>  All pupils will receive well-planned, high quality learning opportunities in writing thorough development of consistent approaches to pedagogy and assessment.	Create a "Reading Leadership" working group to further embed a positive reading culture within the school. Develop and implement new ideas to promote reading for pleasure through our school and community. Focus areas for improvement - staff knowledge of contemporary children's literature and parental/community engagement.  Implement 'Active Literacy' in P1  Provide focused reading interventions where needed. Package of support in reading for identified pupils. Embed use of Read, Write Inc as intervention.  Moderation and assessment to be reviewed - move to digital moderation on GLOW  Sarah Keirs (Librarian) working with P4-7 classes each week (First	CT & SM (literacy leads)  Reading leadership working group  June 23          SK	On-going assessment shows progress for all learners  Reading attainment has increased for almost all learners  Baseline assessment data shows value added after interventions  Teachers to engage in quality online moderation to strengthen teacher judgement  STAR reader P4-7 shows increased number of pupils at age expected levels or above - target 90%  Improved GL and SNSA results	Ensure equity of support for reading across school  Gold Accreditation in the Scottish Book Trust Reading Schools award scheme.  Engage with Literacy Development Officer and Literacy Professional Learning schedule  2.2, 2.3, 3.1 and 3.2 of the How Good Is Our School Library framework  Increased awareness in children of texts chosen  Read Woke - Staff CLPL sessions

	<p>Continue incentive based Read Woke reading challenge to encourage and challenge pupils and staff to read books outside of their social norm, broadening understanding and engagement with social justice issues.</p>	<p>Ministers Challenge, Book Week Scotland, author visits, Read, Write, Count, STAR reading, Reading Dog intervention, ensuring equitable access to age-appropriate books for all, library clubs., Reading with pupils and engaging children in books P1-3.</p> <p>Highlight the importance of accurate representation in literature. Read books written from different viewpoints and experiences other than own - gain insight and empathy from reading. Educate pupils through books on our rights and to strive for equality. Author visits and input from variety of agencies such as Show Racism the Red Card, Police Scotland, local groups and charities- in person or online P7 transition novel</p>	<p>DF, SK, SG June 23</p>	<p>School collection of diverse books with teaching resources for each year group</p> <p>Diversity week - activities \ events. School pledge to stand up for everyone's rights.</p>	
	<p><b>To raise attainment in writing across the school</b></p> <p>All pupils will receive well-planned, high quality learning opportunities in writing thorough development of consistent approaches to pedagogy and assessment.</p>	<p>Provide focused writing interventions where needed. Package of support in writing for identified pupils Evaluate where we are now with regards to schools' approach to teaching writing Continue to embed Talk for Writing across school (Pie Corbett) Create bank of resource for all levels for TfW Agree planning and assessment for year Moderation and assessment to be reviewed - move to digital moderation on GLOW</p>	<p>KB June 23</p>	<p>Baseline and on-going assessment show progress for all learners</p> <p>Baseline assessment data shows value added after interventions</p> <p>Writing attainment has increased for almost all learners</p> <p>Teachers to engage in quality moderation to strengthen teacher judgement</p> <p>Equitable access to age-appropriate books</p>	<p>Ensure equity of support for writing across school Talk for Writing CLPL and in school training sessions</p> <p>All staff participate in peer observations - professional dialogue shows impact of process</p> <p>Sampling pupils work</p> <p>Engage with Literacy Development Officer and Literacy Professional Learning schedule</p>

		Update current writing criteria to take account of changes			
	To develop a consistent approach to listening and talking across the school.  To develop good listening and talking skills with all children.	Use of the resource Teaching Children to Listen (Liz Spooner, Jacqui Woodcock) to be rolled out to whole school  Develop progression and bank of resources for listening & talking skills	KB Oct 22	Pupils will have improved listening skills leading to improvement in attainment overall.  Listening matrix assessment shows children having made progress	Staff inhouse CLPL Engage with Literacy Development Officer and Literacy Professional Learning schedule Pupils and staff views

**Literacy Budget:** Additional School Assistant Hours - PEF, Active literacy resources - £200, 5 Teaching Children to Listen books - £100, STAR reader - £1500

**Lead Persons:** KB - Karen Butchart (HT), CT -Caroline Tonner (DHT), SK - Sarah Keirs - School Librarian, Dana Forrest (PT), SM - Suzie Morton (CT), SG - Shona Gallacher (CT)

### Teaching, learning and assessment - Raising attainment for all in numeracy

<b>HGIOS 4 Quality Indicators:</b> 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement	<b>NIF Priorities:</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>Targets for Raising Attainment:</b> To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in numeracy and mathematics from to 84% to 90%	
<b>Outcomes - focused on learners Links to NIF &amp; LA</b>	<b>Tasks</b>	<b>Lead Person &amp; Timescales</b>	<b>Impact</b>
			<b>Measures, targets, stakeholder views</b>

<p><b>Improve attainment in numeracy and close the gap between the most and least disadvantaged children</b></p>	<p>To raise attainment in numeracy and maths across the school</p> <p>All pupils will receive well-planned, high quality learning opportunities in numeracy thorough development of consistent approaches to pedagogy and assessment.</p>	<p>Promote conceptual understanding throughout lessons (incorporating CPA, Mastery, Problem Solving &amp; Reasoning, Bar Modelling, Number Talk, Visual Thinking)</p> <p>Provide daily opportunities for pupils to: Analyse and solve problems, Share, develop &amp; discuss strategies collaboratively with peers, Record and model mathematical thinking visually, Explain and justify their choices, Develop success criteria through investigation and modelling, Self-select level of challenge, Peer and self-assess, Identify next steps, Apply skills in a range of contexts</p> <p>Introduce 'maths stories' to deepen understanding of mathematical concepts</p> <p>Streamline maths resources and create bank of moderated resources - on line and in school</p> <p>Engage pupils in talking about number and give regular opportunities to share their thinking and explain their solutions</p> <p>Continue to use targeted interventions and recovery methods - catch up numeracy, 5 minutes box, targeted support groups</p>	<p>CH/DF/GM (numeracy leads)</p> <p>June 23</p>	<p>GL and SNSA results</p> <p>Increased attainment in numeracy at each stage</p> <p>Baseline assessment data shows value added after interventions</p> <p>Pupils can solve problems using range of strategies</p> <p>Pupils can explain their thinking visually/verbally</p> <p>Pupils demonstrate ability to employ progressively more efficient strategies and justify choices</p> <p>Pupils can make connections between mathematical concepts and apply understanding in any context</p> <p>GL and SNSA results</p>	<p>CLPL - CPA</p> <p>Staff confidence increased in using approaches - shown in surveys</p> <p>Engage with Numeracy Development Officer and Numeracy Professional Learning schedule</p> <p>Sampling pupils work</p>
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		New maths assessments created and embedded in planning to identify next steps in learning Digital moderation on GLOW			
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**Numeracy Budget:** Additional School Assistant Hours - PEF,  
**Lead Persons:** KB - Karen Butchart (HT), CT -Caroline Tonner (DHT), CH - Carolyn Hall (PT), Dana Forrest (PT), GM - Gill Mckenzie (CT)

## Ensuring wellbeing, Equity and Inclusion

<b>HGIOS 4 Quality Indicators:</b> 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement	<b>NIF Priorities:</b> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>Targets for Raising Attainment:</b> To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in HWB from to 92% to 95%  Average school attendance is currently 90.5%; increase to 95%
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<b>Outcomes - focused on learners Links to NIF &amp; LA</b>		<b>Tasks</b>	<b>Lead Person &amp; Timescales</b>	<b>Impact</b>	
				<b>Measures, targets, stakeholder views</b>	<b>Monitor and review CLPL</b>
<b>Continue to improve children and young people's HWB</b>  <b>Strengthen schools approaches to 3.1 and 2.4 to impact on pupils HWB, attainment and achievement</b>	Redesign HWB curriculum to ensure consistency and progression across school	Implement Ice Pack on line resource across school  Further develop PATHS programme with a focus improving children's emotional wellbeing - starting at early level	CH/DF	Continue to track and monitor wellbeing indicators - termly  Attainment tracker shows improvement  Daily check ins	Whole school online training on use of Ice Pack
	To promote attendance and ensure pupils have support needed to support good attendance	Engage with parents to ensure that any barriers to good attendance are removed Work collaboratively to promote and support good attendance Focus on positive relationships and an inclusive ethos to promote good attendance. Create attendance policy Identify, and assess underlying causes, patterns of late comings and absence -	CH/DF	Self-reflection questions - baseline and review  Use information and data - attendance increased by 5%	Relationships with families are characterised by trust, support and respect

		including home, school and community factors. Develop thresholds and effective procedures for following up late coming and absence			
Enhance nurture provision across the school and develop nurture approaches for all	Support inclusion of all learners within school Provide environments that are supportive and inclusive	Establish designated Nurture Teacher Coordinate package of support and targeted interventions for identified individuals and groups - Seasons for Growth, LIAM, Place2Be Build staff capacity to plan and deliver nurture sessions Provide space and climate in which pupils feel safe and secure Support identified pupils in developing skills that will improve self-regulation, resilience and empathy. Continue developing - 'Ready, Respectful, Safe' approach, relationship policy.	EM June 23	Baseline assessment data shows value added after interventions  Increase number of children reporting wellbeing indicators as 10 - 90% across all indicators  Positive impact seen in class, in the playground and through improved progress and attainment data.	Increased number of nurture groups across school  Relationships strengthened - evidenced in surveys and pupil voice  CLPL - Nurture training/opportunities for nurture lead

**HWB Budget:** Additional School Assistant Hours - PEF, Nurture resources for environment and delivery of programmes - £500, Extra Paul Dix books - £180  
**Lead Person:** KB - Karen Butchart (HT), CT -Caroline Tonner (DHT), CH - Carolyn Hall (PT), Dana Forrest (PT), EM - Eva McBride (Nurture Teacher)

### Wider Areas - Teaching, learning and assessment - Raising attainment for all

<b>HGIOS 4 Quality Indicators:</b> 1.1 Self Evaluation for Self-Improvement; 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 2.4 Personalised Support; 3.2 Raising attainment & achievement		<b>NIF Priorities:</b> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
<b>Outcomes - focused on learners Links to NIF &amp; LA</b>	<b>Tasks</b>	<b>Lead Person &amp; Timescales</b>	<b>Impact</b>
			<b>Measures, targets, stakeholder views</b>

<p><b>To further embed and develop digital literacy skills for staff and learners</b></p>	<p>Work towards digital school's award</p> <p>Improve range of digital tools and resources available to staff and learners to support development of their digital skills</p>	<p>Create digital vision for school - whole school approach to the use of technology focusing on learning and curriculum, Learning environment and Home, school and community links</p> <p>Digital Schools - Registration, self-evaluation - questions &amp; evidence and validation</p> <p>Effective use of SAC Digital Lending Library - access a different technology each term</p> <p>Create digital pedagogy -          Navigating digital technologies -          Using digital products and services in a variety of contexts to achieve a purposeful outcome          Searching, processing and manage information responsibly          Cyber resilience and internet safety - support our learners to behave appropriately online, keep themselves safe and to become resilient no matter what they might experience when online          Digital CLPL Calendar          Use local expertise to support - Promethean Trainers, DTC, MIEEs</p>	<p>DF</p> <p>June 23</p>	<p>Progression across learning in digital skills and application</p>	<p>Gain Digital Schools Award</p> <p>Pupil, staff and parental feedback</p> <p>Increased opportunities to utilise technology</p> <p>CLPL opportunities in using a variety of technologies.</p>
	<p>Ensure robust systems are in place to share learning</p> <p>All pupils celebrate and value their achievements and</p>	<p>Implement system for pupil target setting and profiling as part of the reporting strategy. Review with Parents and pupils.</p> <p>Pilot the use of an online learning journal for P1 and P2.</p>		<p>All pupils have a profile that they are proud of, and this demonstrates their learning journey.</p>	

	<p>progress through profiles.</p> <p>All pupils are confident in identifying targets for their learning and tracking their learning journey</p>	<p>Pupil profiles built up that include pupil targets, links to DYW and skills for learning, life and work, wider achievements and holistic assessment evidence of learning.</p> <p>Pupils become more skilled in setting personal targets and reflecting on own learning being able to identify next steps for themselves.</p>			<p>Pupils discuss their education using the language of learning and are aware of the next steps they need to take.</p>
<p><b>Greater focus on learning outdoors to improve engagement, enjoyment and attainment of learners</b></p>	<p>Outdoor learning will be a regular, progressive, curriculum led experience that motivates and engages all learners</p>	<p>Create clear progressive plan for outdoor learning which features all year round.</p> <p>In consultation with stakeholders, identify funding opportunities and seek support to improve our playgrounds, grass and garden areas.</p>	<p>KB</p> <p>June 23</p>	<p>Stakeholder consultation</p> <p>All pupils experience outdoor learning from plan created.</p> <p>Survey shows increase in children's skills - independence, problem solving, communication, risk assessment and resilience</p>	<p>CLPL - learning outdoors</p> <p>Links developed with CLD and thriving communities</p>
<p><b>Continue to implement Making Thinking Visible</b></p>		<p>Apply Making Thinking Visible routines consistently across the curriculum and embed in lessons.</p> <p>Explore Thinking Routines that can promote engagement, understanding and independence for all learners.</p> <p>All staff are updated in and are embedding further Making Thinking Visible across the curriculum Developing strategies to promote higher order thinking skills and creativity skills.</p>	<p>KB/ST</p> <p>Dec 22</p>	<p>Staff HWB termly survey - confidence in using MTV strategies.</p> <p>Embed into monitoring paperwork as a focus.</p>	<p>CLPL - Refresher input from SJ about MTV strategies.</p>

<b>Extend play-based approach in early level and P2</b>	Play pedagogy established across early level and into P2, P3 and elements in upper primaries.	Children in early level and P2 will learn through purposeful play and real-life situations Adaptation of learning environments to offer continuous provision Develop balance of child led learning and teacher directed learning Build up bank of ideas and resources for e's and o's Develop profiling and tracking	KB/CH/DF	Embed into monitoring paperwork as focus.  Embed observations into assessment.	Further CLPL provided for and delivered by staff and South Ayrshire play leads on play-based approaches.  Staff are confident in delivering play-based learning approaches  Sharing good practice and resources.
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**Budget:** Additional School Assistant Hours - PEF, Play resources for learning environments, continuous provision and loose parts - £1000, Outdoor learning resources - TBC

**Lead Person:** KB - Karen Butchart (HT), CT -Caroline Tonner (DHT), CH - Carolyn Hall (PT), Dana Forrest (PT), ST - SJ Templeton (CT)

<b>Priority:</b> To support all learners' mental, physical, emotional and social health as effectively as possible through transitions.	<b>Link to</b> <b>SAC: 1, 3, 4,</b> <b>NIF Priorities: 1, 3</b> <b>NIF Driver: 2, 3</b> <b>HGIOS 4: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2</b>		
<b>Tasks/ improvements</b>	<b>Who</b>	<b>Impact/ outcomes for learners</b>	<b>Timescale</b>
<b>Effective Transition</b> 1. Supporting pupils as they move into, through and beyond school for pastoral needs and learning needs.		<ul style="list-style-type: none"> <li>Staff in all settings are aware of pupil information and use this effectively to support wellbeing and academic progress. Primary and Secondary staff will work together on joint collegiate activities twice throughout the year to set agreed standards and share best practice.</li> <li>Parents have a clear understanding of the purpose and function of transition. Children can speak positively of the process and their H &amp; W does not dip as a result of the move</li> <li>The 'team around the school' support the clusters pupils to ensure an effective transition for both learning and health and wellbeing.</li> </ul>	June 23

<p>2. Increased confidence of teacher professional judgement through digital moderation on Glow.</p> <p>3. Focus on achieving improved literacy, numeracy and Health and wellbeing outcomes across transition</p> <p>4. All schools Self Evaluate their digital literacy and create a cluster digital vision</p>		<ul style="list-style-type: none"> <li>• Staff in all settings use Glow to moderate literacy and numeracy levels. Staff are empowered and professional judgement is validated.</li> <li>• GL data continues to be analysed and patterns identified to support our learning and teaching.</li> <li>• Increased confidence in all staff delivering differentiated lessons to improve the learning experience and effectively meet pupils needs.</li> <li>• Pupil voice indicates evidence of increased pace and challenge which leads to improved attendance, enjoyment and attainment.</li> <li>• Each school has a clear picture of their current digital picture and they know what is required to achieve the digital schools award.</li> <li>• All schools will work towards achieving the award by 2024.</li> </ul>	
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## UNCRC Articles

- ✓ **Article 3**  
Adults must do what's best for me
- ✓ **Article 6**  
I should be supported to live and grow
- ✓ **Article 12**  
I have the right to be listened to, and taken seriously.
- ✓ **Article 13**  
I have the right to find out and share information.
- ✓ **Article 15**  
I have the right to meet with friends and to join groups.

## UNCRC Articles

- ✓ **Article 20**  
I have the right to be protected from being hurt or badly treated.
- ✓ **Article 23**  
If I have a disability, I have the right to special care and education.
- ✓ **Article 28**  
I have the right to an education.

## UNCRC Articles

- ✓ **Article 29**  
I have the right to an education which develops my personality, respect for others' rights and the environment.
- ✓ **Article 31**  
I have a right to relax and play.
- ✓ **Article 39**  
I have the right to help if I have been hurt, neglected or badly treated.
- ✓ **Article 41**  
Where our country treats us better than the U.N. does we should keep up the good work!
- ✓ **Article 42**  
Everyone should know about the UNCRC.

