

Summarised inspection findings

Annick Primary School

North Ayrshire Council

24 April 2018

Key contextual information

Annick Primary School is a non-denominational school serving the Girdle Toll area of Irvine. The school roll has increased steadily in recent years and a number of children attend the school as a result of a placing request. Currently, the school roll is 361 arranged into 15 classes.

1.1 Self-evaluation for self-improvement

very good

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- collaborative approaches to self-evaluation
- analysis and evaluation of intelligence and data
- ensuring impact on learners' successes and achievements

- The school takes very good account of the views of stakeholders as it seeks to improve its work further. Formal approaches, such as annual questionnaires are used to gather views on the work of the school from staff, parents, children and partners. These are complemented by a range of meetings and focus groups throughout the year. The school makes very good use of these to help identify priorities for further improvement.
- The Parent Council (PC) is enthusiastic in supporting school improvement and ensuring that the wider parent body is kept up to date with key developments that are taking place. The PC worked closely with the school on priorities for improvement, including decisions on how to use Pupil Equity Fund (PEF) allocation. Members of the PC have linked directly with officers from North Ayrshire Council on a number of issues. For example, they worked to help to improve traffic management and parking around the school. Currently the PC is engaged in discussing plans on how to successfully manage the increasing school roll and the pressure this is having on the school building.
- Throughout the school year, there are many meaningful opportunities for children to share their views about their school. These include questionnaires, and regular meetings of school groups and committees including the Pupil Council, Junior Road Safety Officers and Rights Respecting School committee. These give children opportunities to make their views known and also identify how they can make improvements to enhance their school. As they move through the school, children are increasingly given opportunities to exercise responsibilities and gain confidence. Those at P7 are very proud to act as leaders of their house, as buddies for children in the younger classes and to help children in the younger classes with their daily tooth brushing in school. They also link with the parent council to help organise a number of family based events which take place during the year.
- Children discuss their learning with their teachers and set themselves targets to help them make progress in their learning. The school made good use of their PEF allocation to enrol children in P6 and P7 in the Junior Award Scheme for Schools programme. This is helping

children at P6 and P7 to develop their confidence and skills and is engaging them well in projects to support the local community.

- The school's annual quality assurance arrangements use a very wide range of appropriate approaches, which help the school's management team and teachers to gather information and data about children's progress in their learning. These approaches include classroom observations, regular assessments of children's progress and monitoring children's work. All staff have engaged with self-evaluation and make good use of the quality indicators in How Good is Our School? to evaluate the school's work and identify areas for improvement.
- The school's tracking system ensures that all children's attainments, achievements and their progress in learning are very well monitored by teachers and the senior management team. Termly monitoring meetings between teachers and the senior management team are used to discuss individual children and how they can all be supported to make progress. Children who are not making good progress are provided with very well targeted interventions. For example, classroom assistant timetables are reviewed to provide individual support to meet children's needs.
- Teachers work enthusiastically across the school to improve classroom practices. They are making increasingly good use of peer observation to help them identify and share good practice. All teachers take a lead on a range of whole school developments and share the expertise they develop with each other. Teachers use a wide range of formative and summative assessments to inform their professional judgments. They are increasing their understanding of, and confidence in using, national benchmarks in numeracy and mathematics and literacy and English. Through this, they have improved their holistic assessments of children's ability to apply their learning in new contexts. They should build on this good practice and now plan for the further use of benchmarks in other curriculum areas.
- Teachers work most effectively with colleagues within the local school cluster to moderate standards and gain a better shared understanding of achievement of a level. The school is now taking a lead in cluster developments of the assessment of children's progress in numeracy and mathematics to ensure that children build on their successes when they move from primary to secondary school.
- Quality Career-long Professional Learning (CLPL) is very well planned and takes full account of Professional Review and Development arrangements linked to the General Teaching Council for Scotland (GTCS) Professional Standards and to the school improvement plan. As part of an Attainment Challenge authority, staff have had the opportunity to attend high quality CLPL delivered in the Professional Learning Academy. This is having a direct impact of children's classroom experiences and their enjoyment of lessons.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

Good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

■ Overall attainment in literacy and numeracy

Children are making good progress from their prior learning in literacy and numeracy. The detailed information provided by the school suggests that a majority of children achieved expected national levels in writing and mathematics and most achieved these levels in reading and listening and talking.

■ Attainment in literacy and English

Overall, children's progress in English language and literacy is good. Children are making good progress in literacy and English from their previous levels of attainment.

■ Listening and talking

At all stages across the school, children are given a wide range of opportunities to develop their listening and talking skills in a progressive way. In infant classes children listened to a short recording and explored characters' feelings comparing them to their own feelings and emotions. They are developing skills in asking questions and visualising characters and settings. They enjoy presenting their stories to the class. Children working at first and second levels talk confidently about their experiences both in and out of school. They relish opportunities to present their work to the school and wider audiences. They identify and discuss main ideas and the purpose of particular texts. In one class, children watched a video with no sound and interpreted the feelings and emotions of the character by her gestures and expressions. They related this to their own feelings and linked this to a lesson on direct speech. There were examples of children taking notes as others talked giving relevant feedback.

■ Reading

Most children read fluently and with expression at an appropriate level. At the early level, children enjoy choosing stories and identifying words and sounds. They are beginning to find interesting information in class books. They choose favourite stories and can justify their choice. They have many opportunities to explore sounds, letters and words and are developing skills in reading aloud. They use visualisation to describe characters and predict events. Children working at first and second levels enjoy selecting their own books and can identify main purpose of selected texts. They recognise different genres and understand the differences between fact and fiction. At second level, most children can make notes and summarise main ideas. They respond to and create inferential and literal questions from text.

■ **Writing**

Children are developing their writing skills through a range of contexts in many curricular areas. In observed lessons, in jotters, and on attractive wall displays inspectors saw evidence of prediction, science report writing, historical diaries, character profiles, interview forms, persuasive writing, posters, description of events and consequences, comparisons of feelings and emotions and recall and recount.

■ **Attainment in numeracy and mathematics**

Overall, most children are making good progress in numeracy and mathematics. They are developing problem solving skills and apply them in a range of real life contexts. The school tracks the progress of children across all stages and identifies clearly those children who require additional support to achieve appropriate Curriculum for Excellence (CfE) levels by the end of the school year.

■ **Number, money, measure**

Across the school, children are developing their mental agility skills well through a range of learning approaches. They are developing a good range of strategies to solve problems. Many are skilled in applying prior learning to real life contexts. Most children working towards early level use dry wipe boards independently and work confidently with numbers within ten. Those who have achieved early level confidently use 'twenty frames' when illustrating their understanding of numbers within twenty. Most children working within first level add two-digit numbers with confidence and multiply by three and six with accuracy. They explore multiplication strategies and tell the time using quarter to and quarter past on analogue clocks. Children working within second level are able to demonstrate understanding of the importance of financial budgeting through developing skills in managing money. Those who have achieved second level have a good knowledge and understanding of almost all aspects of number and can apply their learning to real life contexts.

■ **Shape, position and movement**

At the early level, children are beginning to name 2D shapes and explore 3D objects in their environment. At first level children identify 3D shapes accurately and use mathematical language to describe their properties. Children, who are on track to achieve second level, know the properties of equilateral, isosceles and scalene triangles. They are developing skills in using scales to create plans and drawings.

■ **Information handling**

Children working within the early level can talk about simple bar graphs. At the first level, children gather, analyse and use survey information to create accurate bar graphs. Those who have achieved first level are confident in extracting information to construct Venn diagrams about conductors and insulators. Children at second level use a good range of diagrams and charts to organise information.

■ **Attainment over time**

Across all stages children are making good progress from their prior levels of attainment. All staff know the children well and track their progress. The school gathers a range of information and uses this data very well to monitor and track the progress of all children including the most vulnerable. Appropriate interventions to break down barriers to learning and raise attainment are planned and implemented. Staff are confident in their professional judgment when predicting attainment levels and assessing children's work. Their skills in this area have been enhanced by the professional development in moderation and by the mutual support system in the school. Staff use national benchmarks to assess achievement of a level. The interventions

are beginning to have a positive impact on children's learning and there has been a steady increase in children's attainment in recent years. The school should continue to implement the necessary interventions which will enhance and increase attainment for all pupils.

■ **Overall quality of learners' achievement**

Children's achievements are an important strength across the school. Children enjoy contributing to the life of the school and actively demonstrate the four capacities of CfE. Children are confident when talking about their school and demonstrate a clear pride for their school and their successes. There is a well-embedded whole school culture which recognises, shares and celebrates the achievements of children with the wider school community. Whole school awards have raised children's awareness of themselves as learners and encouraged participation in school life. These help children to understand how they can influence improvements at a school, local and national level. The school actively helps children to share their achievements and have a better understanding of the skills they gain. The headteacher and staff work tirelessly to create opportunities to have enriched extra-curricular experiences.

- The school has a foundation of mutual respect and strong values based on equalities and rights of the child. This has led to success in achieving Rights Respecting School bronze award. The school is effective in identifying and supporting vulnerable groups and individuals and tracks their progress leading to improved attainment for all. Staff should consider how to collate and analyse achievements of children who experience disadvantage and ensure equity of success through participation for all learners. The school offers a wide range of opportunities to develop interests of children at all stages. There are strong group and individual performances in music, sport and curricular events related to the uniqueness of the school. Across the school there is a high level of participation by children in sports festivals and competitive events. The school has achieved Sport Scotland silver level and is striving to achieve the gold level. Children are involved in school groups and are clear about their roles and remits as representatives of their peers. The House Captains are successful in their roles and have led the initiative to improve the stock of books in the school library. Children are learning to listen to and take the views of others into account, particularly when they differ from their own views.

■ **Equity**

The school has identified a gap in attainment at all stages within the school. It has identified those children in each class who require additional support and is working to remove any barriers to learning. Staff are aware of the socio-economic context of the school and are working to engage with children and their families to support their learning. The school has outlined its proposed use of the PEF. This includes enhancing learning environments and providing additional staffing to support children's learning in literacy, numeracy and health and wellbeing. The school has plans in place to monitor and evaluate the impact of these interventions and should include measures to show its progress in reducing the poverty related attainment gap.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.