

Summarised inspection findings

Annanhill Primary School

East Ayrshire Council

23 April 2024

Key contextual information

Annanhill Primary School is a non-denominational school in Kilmarnock, East Ayrshire. It is situated in a shared campus with Grange Academy and Park School. At the time of inspection, the school roll was 471 children across 18 classes. The headteacher has been in post for nine years. She is supported by a substantive depute headteacher, two acting depute headteachers and two acting principal teachers. Just under one third of pupils live in Scottish Index Multiple Deprivation (SIMD) deciles 1 to 3. A quarter of pupils live in SIMD deciles 8 to 10. A fifth of pupils are in receipt of free school meals. Just over a third of pupils require additional support with their learning. The school's attendance is consistently in line with the national average. Over the last three years, there have been a few incidents of exclusion which are reducing steadily.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Led very effectively by senior leaders, all staff have developed a positive, nurturing and inclusive ethos across the school. Staff use the school values of 'achievement, kindness and respect' as a core feature of their practice. They care deeply about children and foster very positive relationships with children and each other. Staff place a high value on the views of children which is evident in both class and school leadership opportunities. The school has been recognised through national awards for its work in developing staff's practice. Teachers and children work together each year to create class charters to establish shared expectations about their learning environments. The rights ambassadors have plans to share their approach with the schools within the campus to work towards a shared set of values.
- As part of the recovery from periods of instability as a result of the COVID-19 era, staff have had a relentless focus on supporting the needs and wellbeing of children. As a result, most children feel safe and know who to speak to if worried or upset. Almost all children feel staff help them to have a better understanding of the needs of others. Staff's shared focus on improving children's wellbeing and behaviour is resulting in learning environments that are positive, calm and purposeful. Overall, children are well-behaved and respectful towards adults and peers. They are supportive of one another and understand where to get support if required. For example, children can access calm spaces with resources such as sensory supports to help them manage their emotions and engage positively in school.
- Senior leaders have reviewed their positive relationships policy to ensure consistent approaches to behaviour. They involve professional partners very effectively to plan and deliver well-considered training to improve the consistency of staff's practice. The local authority provides guidance with effective practice in this area. They provide support to headteachers to make informed decisions about whole school approaches and policies. They support the headteacher to provide bespoke supports such as a nurture provision. Staff's responsive approach is helping children develop the strategies to manage situations which

they find challenging. This is resulting in improved behaviour and a significant reduction to incidents which result in an exclusion. Senior leaders should continue to plan high-quality professional learning to ensure all staff are equipped to meet the needs of all children.

- All staff work very well together to reflect regularly on their practice and refine their teaching approaches, taking account of the school's context. At all stages, staff display visual aids to enhance communication across the school. They use inclusive environmental audits successfully to review how well learning spaces meet children's needs. In strong examples, teachers consider carefully displays, making resources accessible. A few teachers use task boards effectively to help children manage their learning. Staff should now review the layout of classrooms to ensure all children find learning aids and displays accessible and supportive.
- Staff and children developed and use 'Our Golden Lesson'. Senior leaders provide teachers with clear pedagogies for key aspects of the curriculum. These helpful tools are improving the consistency of learning and teaching across the school. In almost all lessons, teachers share the purpose of learning, making reference to prior learning. In highly-effective examples, teachers involve children in determining what successful learning will look like. As a result, these children have a clear understanding of the skills they develop through planned learning. In almost all lessons, teachers provide clear explanations and instructions. Senior leaders deploy skilled support staff to provide bespoke support for children who require help with their learning. As a result, almost all children engage positively and are motivated in their learning.
- Most teachers use questioning skilfully and plenary sessions effectively to check children's understanding, reinforce learning and help children to improve their work. Teachers make links, where appropriate, to real-life contexts to help children understand the relevance of their learning. In highly-effective examples, teachers use a wide range of open-ended questioning techniques. They encourage children to think deeply about their learning and provide supporting detail to explain their answers. This approach supports children very well to develop higher-order thinking skills. Senior leaders should support teachers to share this practice more widely across the team and develop this further as part of 'Our Golden Lesson'.
- In most lessons, teachers plan a range of class discussion, group work and independent tasks. All children benefit from the rich class discussions and respond positively by contributing maturely with relevant ideas and opinions. Often learning is too teacher led which affects the pace of learning. Teachers should now develop further opportunities for children to take more responsibility for their learning. This will support teachers to provide quality, discrete teaching sessions for individuals and groups. Teachers now need to plan more consistently activities that match all children's learning needs and provide the right level of challenge. In addition, teachers need to plan well the balance of group, individual, practical and written learning. This should help to extend children's skills further and ensure children have the opportunity to demonstrate their learning across the curriculum.
- Across the school, all teachers incorporate digital approaches well into their teaching. They plan effectively the use of technology to support children to understand new and unfamiliar contexts. At the early stages, teachers use interactive boards very well to provide children with visual prompts linking to prior learning. Older children explore drone footage to draw comparisons and make an analysis of key events. As a team, teachers consider carefully the resources and experiences children require to develop their digital literacy skills according to their age and stage. Teachers use software and devices well for identified children to access learning at the correct level. Senior leaders and teachers should continue to review the balance between written and digital approaches. This will support further the focus on improving children's written work and provide them with opportunities to recall and revise their skills and knowledge, particularly in numeracy.

- At the early stages, teachers are developing learning experiences through play. They plan well activities that provide personalisation and choice and enable children to practise skills in different contexts. As a result, children have opportunities to develop their communication and problem-solving skills. Teachers should continue to engage with professional learning in this area to develop play pedagogy further. This should support all children to develop and improve their independence and resilience.
- Most teachers make good use of formative assessment strategies to check for understanding. A few teachers use strategies such as traffic lights to check children's understanding during lessons. Children feel supported by these strategies and confidently ask for help when needed. This approach also ensures teachers respond to children's needs promptly. Teachers plan for children to self- and peer-assess. Children use these strategies very effectively in writing and talking and listening. Teachers should integrate these approaches into all areas of the curriculum.
- All teachers work very well with their stage partners to plan learning, teaching and assessment opportunities across the curriculum. As a result, assessment is central to their planning. They make good use of a variety of summative assessments to assess progress and to confirm attainment levels for literacy and numeracy. Senior leaders use a well-established quality assurance calendar that provides all teachers with an overview of key targets. Teachers should now ensure planning includes increased challenge for all children to improve the depth and pace of learning.
- Almost all teachers take part in regular, effective moderation activities with their stage partners. Teachers work collaboratively with colleagues from across the whole cluster with a focus on writing and this is leading to a shared understanding of standards. They also compare assessment judgements with summative data to confirm the accuracy of judgements against national standards. This is supporting teachers to make increasingly confident and accurate judgements about children's progress in literacy and numeracy. Senior leaders should continue to support all teachers to use national Benchmarks well as part of high-quality professional dialogue regarding achievement of Curriculum for Excellence (CfE) levels.
- Senior leaders meet with class teachers regularly to review progress for each child in all areas of the curriculum. They track children's attainment across literacy, numeracy, health and wellbeing and achievements. This comprehensive and robust approach ensures that interventions are planned and actioned promptly. Teachers review the effectiveness of interventions regularly with timely amendments made for future learning. Staff work closely with partners to help children who require additional support. Partners are valued members of the community and participate well in the planning and delivery of appropriate interventions. These interventions include support for children's emotional and health and wellbeing needs as well as to address gaps in learning.

2.1 Safeguarding and child protection

- 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. Areas for development have been agreed with the school and the education authority.

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

Attainment in literacy and numeracy

- Data provided by the school shows, that for session 2022/23, most children achieved national standards in reading, listening and talking and numeracy. The majority of children achieved national standards in writing. Teachers have a good understanding of children's progress across and within CfE levels. As a result, their professional judgments of children's achievement of a level are accurate and reliable.
- Most children in P1, P4 and P7 are on track to achieve expected national standards in reading, writing and numeracy. Almost all children are on track to achieve expected national standards in listening and talking. A few children are exceeding national expectations in both literacy and numeracy. Most children who require additional support with their learning make good progress towards their individual targets. The majority of children who require additional support with their learning are predicted to achieve expected CfE levels.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

Listening and talking

- Across the school, almost all children listen attentively and interact respectfully during class activities and discussions. At early level, almost all children successfully follow and give simple instructions. At first level, almost all children talk confidently about personal experiences and use these as a basis for writing. They recount personal events in a logical order and in a systematic manner. At second level, almost all children explain reasons for selecting texts they read for enjoyment. They are less confident in drawing conclusions and understanding how texts influence and persuade the reader.

Reading

- At early level, most children ask and answer questions about ideas in a text. They recognise initial sounds and use these accurately to sound out simple words including words with two blends. At first level, most children read with fluency and expression. They talk confidently about their favourite books and make inferences from texts read. They are less confident in identifying and using speech marks to support understanding. At second level, most children read with fluency and understanding, using appropriate pace and tone. They are developing their skills in scanning and skimming texts to find key information.

Writing

- At early level, most children use capital letters and full stops in their writing. They are beginning to use their knowledge of phonics to spell unfamiliar words. At first level, most children start sentences in a variety of ways to engage the reader. Children need to apply their literacy skills

by writing more extended pieces across the curriculum, developing their knowledge of appropriate styles and use of language. At second level, most children use adjectives to improve their writing. They write extended texts for a range of purposes with grammatical accuracy and a variety of literary techniques. They now need to apply learned skills across the curriculum.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify, recognise and order numbers from 0 to 20. Almost all successfully double numbers to 10. They are developing their confidence in mental addition and subtraction within 20. At first level, most children successfully round numbers to the nearest 10 or 100. They tell the time accurately using half past, quarter past and quarter to using digital and analogue clocks. They are less confident when working with equivalent fractions. At second level, most children understand the relationship between fractions, percentages, and decimals. They now need to apply their learning in problem solving contexts.

Shape, position and movement

- At early level, most children recognise, describe and sort two-dimensional shapes according to various simple criteria. They are less confident at using positional language. At first level, most children successfully identify and describe a range of three-dimensional objects using appropriate mathematical language including face, edge and vertex. They should continue to develop their knowledge and skills in identifying lines of symmetry in pictures or designs. At second level, most children use the eight compass points and angles to follow directions. They are less confident at identifying the radius and diameter in circles.

Information handling

- At early level, most children successfully contribute to creating simple bar graphs and charts. They now need to ask and answer questions to interpret data. At first level, most children extract key information from a variety of data sets, including charts, diagrams, bar graphs and tables. At second level, most children analyse, interpret, and draw conclusions from line graphs and pie charts. At first and second levels, children should develop their information handling skills by using digital technology to support their learning.

Attainment over time

- Senior leaders and teachers use a robust tracking system effectively. They monitor the progress of individuals, groups and cohorts of children in literacy and numeracy. They have a clear focus on raising attainment in literacy and numeracy for all children. Children receive prompt additional support, if required. Following a decline in attainment due to COVID-19, attainment is recovering, and in some measures, children's progress has accelerated and surpassed previous levels of attainment from 2020/21.
- Across the school, there is a consistent pattern that children's attainment dips at first level and recovers by second level. Senior leaders have identified correctly the need to stabilise progress to continue to improve children's attainment in literacy and numeracy. Senior leaders have responded promptly to this data and focused on improving children's attainment in writing and numeracy, particularly at first level. They have introduced research-based pedagogies and a consistent approach to teaching writing. Teachers use well East Ayrshire Council's writing frameworks, consistent approaches to marking and providing feedback and targeted literacy teaching at P4 and P7. In numeracy, staff have broadened the range and types of assessment used and developed more active approaches to teaching. This has

helped children develop a better practical understanding of mathematical concepts. These approaches in writing and numeracy are resulting in increased attainment.

Overall quality of learners' achievements

- Staff celebrate children's achievements at assemblies, by receiving certificates and through social media. This builds children's self-belief and confidence in their abilities and skills.
- Most children contribute to the school life through being members of school leadership committees such as wellbeing champions, rights ambassadors, the clean green team and respect me. Children develop self-confidence through taking on these duties. These opportunities help them develop as confident individuals, effective contributors, successful learners, and responsible citizens. The school has gained national accreditations for their work in sport and children's rights. Participation in these awards helps children understand the importance of a healthy lifestyle and their role as a global citizen.
- Groups of children take part in the national Junior Duke award. This is helping children develop confidence in a variety of useful social and life skills. This award provides children with opportunities to learn through a range of personal challenges including caring for others, undertaking domestic chores and making presentations. This is developing children's confidence and resilience whilst increasing their understanding of the difference their skills and talents can make to the school and wider community.
- Staff monitor participation and take action where children are at risk of missing out. As planned, staff should now record and track the range of children's achievements both in and out of school and link these to skill development.

Equity for all learners

- All staff have a very good understanding of the socio-economic background of children and families, and of challenges affecting the school community. Staff work to minimise financial constraints and provide free clubs, clothing and healthy snacks. They involve partners to provide support for families. As a result, families and children have benefited from a range of financial advice, equipment and opportunities for personal achievement.
- Senior leaders' rationale for Pupil Equity Fund (PEF) spending is informed through an accurate and robust analysis of a wide range of relevant data and information. They consult with the Parent Council on the use of PEF. The school's PEF allocation is used to support the raising attainment strategy for literacy, numeracy and health and wellbeing for specific cohorts of children. Currently, funding is used effectively for additional staffing and staff professional development to support children with their wellbeing and learning. Identified cohorts of children are tracked and monitored rigorously. Interventions are reviewed termly to identify progress and plan further support. Interventions are having a positive impact on children's progress in learning. Senior leaders should work to fully evidence the impact of PEF and how this is accelerating the progress of children targeted by this funding. This will provide helpful data to inform future strategic decision making and evidence how the school is closing the poverty related attainment gap.

Other relevant evidence

- As a result of the highly-effective leadership of the headteacher and substantive deputy headteacher, all staff have developed a culture of high aspirations for children at Annanhill Primary School. They have worked relentlessly over a number of years to develop an inclusive and nurturing environment where all children can experience success. They manage very well the changing needs of their school community and have developed strong and highly-effective relationships with a wide range of professional partners. This approach to ensuring all children have the right support to meet their individual needs results in calm, purposeful learning environments where children understand the supports and strategies in place to help them.
- All children receive their entitlement to two hours high-quality physical education each week.
- Moving forward the headteacher should consult more widely, including the full parent body and children, on the use of PEF each year.
- Senior leaders have put in place a range of approaches to monitor attendance. This supports staff to identify barriers to attendance quickly and to offer support. For example, senior leaders make phone calls, meet with parents, send letters and where appropriate, make home visits. Currently attendance is above the local authority average and in line with the national average. Senior leaders and staff should continue to work in partnership with families and a range of partners to ensure attendance levels remain high.
- Across the school, most children are motivated to read for enjoyment. Staff have worked with parents to develop a new library area which most children have regular access to. This is in addition to class libraries. Children have opportunities to make personal choices about what they like to read. Staff are seeking ways to make good use of ICT based reading materials to ensure that all children are making appropriate progress in reading, and that they remain interested and engaged.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.