 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**Elrick Primary School**

**LAST UPDATED: November 2017**

**Aberdeenshire Council Education and Children’s Services**

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

* to develop excellence and equity;
* to embed the principles of GIRFEC (Getting it Right for Every Child);
* to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School    Elrick Primary  School Aims  To be a place where we are all encouraged to be the best we can  To acknowledge success and effort  To work with parents and the community  To encourage healthy choices  To explore new ideas and technologies  To provide opportunities for everyone to learn in a stimulating and motivating atmosphere  To promote a greater understanding of how we can all contribute to improving the world around us  To treat everyone as you would like to be treated yourself  Ethos, community links and partnerships  At Elrick we promote an ethos of inclusion, within which everyone is listened to, valued and encouraged to participate fully in the life and work of the school community. Collaborative working is a key feature of Elrick, among staff, pupils and parents. Most staff are trained in Co-operative learning and therefore this approach, which has its foundation in developing life skills while learning with and from others, is implemented by staff.  We are a BP link school through which our children benefit from close working with staff at BP. We also have close links with other members of the community and companies such as Subsea 7, Westhill Rotary, Tesco, our local church, the local ranger, men’s sheds, local sports clubs and many others. Throughout the year we work together with our partners to develop and enhance the learning experiences for our children.    SIMD profile   * Nearly all of the children at Elrick fall into deciles 8- 10. Although there are no children classed as living in deprivation at Elrick, we always aim to provide the best quality education for everyone.   Allocation of PEF  Elrick was allocated £10,800 for the coming session. Following discussion with Westhill Cluster colleagues our priorities are as follows:   * To develop strategies to help young people and staff to be in tune with their emotions, reduce anxieties and build resilience. We will be following a programme of Mindfulness. Half of the money will go towards this targeted area. (Cluster project) * The second focus at Elrick will be to take an early intervention approach to reading, promoting a love of reading from the earliest age and developing that throughout the primary school. It will be our aim to ensure children have as much exposure to stories and as a result enrich their language experiences and improve attainment and achievement in literacy.   Strengths of the school include:  The inclusive and nurturing ethos  Staff know the children very well, understand their individual needs and how best to meet them. Staff work very closely together to provide a very high level of care and support for our children. Staff have high expectations of learners, ensuring they provide experiences which engage and motivate the children. We also work very closely with parents and other agencies who can provide additional support. Everyone recognises that, as a team we work together to ensure all our children feel safe, nurtured and included. Our curriculum is carefully planned for children who need a different pathway. A number of lunchtime clubs are offered to children to support their social interaction and provide a safe space.  Engagement of children in their learning  The child is at the centre of our learning experiences. Approaches to learning and teaching adopted by staff involve children in their own learning. Pupils are encouraged to reflect on their learning and progress. Dialogue is a key feature of learning across the school. Pupils are motivated and keen to learn and improve. Technology is used effectively to engage, motivate and enhance the learning experiences.  Leadership of Learning  Leadership of learning is promoted at all levels within the staff team. Staff regularly engage in professional learning and subsequently lead aspects of learning. Staff share their knowledge, skills and expertise with colleagues, promoting quality learning and teaching and improvement in outcomes. Children are also actively encouraged to take on leadership roles within and beyond the classroom.  Reporting Progress to Parents  The school has in place a system which better reflects children’s progress within Curriculum for Excellence. The ongoing process of sharing learning with in a variety of formats has helped parents to gain a much broader picture of their children’s progress across all aspect of the curriculum as well as gaining a better insight into the process of learning. Dialogue between staff, parents and children has been particularly beneficial to all.  Attainment in Literacy and Numeracy  At P1 stage the children perform above both national and local authority level. Achievement in Numeracy is higher than literacy. Analysis of InCAS data shows particular strengths across literacy and numeracy in the P5 year group. In Reading there has been an increase in the number of children achieving above 115 standardised score. P2 and P4 also achieved well in Maths. InCAS results matched very closely with Curriculum for Excellence levels, showing a consistent standard and greater staff confidence in recording achievements of a level. In Mental Arithmetic the number of children falling below the expected 85 standardised score has increased slightly. Developing mental arithmetic will continue to be a focus for improvement.  Elrick School Nursery  This improvement plan applies from Nursery through to P7. Shared areas are highlighted in green, areas that are specific to the Nursery only are in green text. |

2. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  Self evaluation is an integral part of the work at Elrick. Staff engage regularly in collaborative work, reflecting on the progress and impact made and identifying next steps for improvement. Parents are consulted through a variety of mechanisms such as online surveys, dialogue, Parent Council meetings and feedback from open learning sessions. Data is used effectively to identify strengths and areas for improvement at whole school/class and individual level. Data is also used to plan learning, set targets and allocate staffing to support improvements. Pupils share their achievements through ongoing profiles.  There is a strong ethos of professional learning, with staff showing a high level of commitment to their own personal development. Staff take on leadership roles, sharing their knowledge and skills with colleagues. Children are also encouraged to lead learning across the school. Our digital leaders provide high quality learning experiences for their peers, as well as supporting younger learners who attend a club. Children are becoming more involved in their learning, developing their reflective language. This is an area which requires further development.  The vision, values and aims of the school underpin all work undertaken in the school community. High expectations of all are based on our vision, values and aims. Staff, pupils and parents understand what we are trying to achieve and work together to ensure the best possible outcomes for the children. The school improvement plan reflects the needs of our learners, both staff and pupils. Professional dialogue is a regular part of collegiate sessions. Staff and pupils are encouraged to learn with and from their peers.  Health and wellbeing of staff and pupils is a key strength of the school. Elrick is a school where people matter and where everyone is valued. Co-operative approaches mean staff and pupils have the opportunity to voice their opinions and make decisions.  Key strengths:   * There is an ethos of improvement. * Collaborative working is positively promoted both within staff and pupil teams. * Children leading learning in a range of contexts.   Identified priorities for improvement:   * Use Scottish National Standardised Assessment data to bring about improvements in literacy and numeracy * Further develop reflective language |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Staff will be trained to analyse data from SNSA and use the information to bring about improved outcomes for children. | Staff are able to use data as part of a suite of assessment information to meet learner needs and raise attainment. | Data analysis of SNSA will match CfE level and teacher judgements.  Professional dialogue between colleagues and with SMT.  Dialogue with pupils. |
| 2. Staff training in reflective language. Engagement with pupils and parents. | Staff are role models of reflective language in the classroom.  Pupils are more able to use reflective language when discussing their progress in learning.  Parents are aware of reflective language and its role in supporting children to understand themselves as learners. | Profiles  Classroom observations  Feedback from parents and pupils |
| 3.Staff training in effective use of ITMP. | Children’s learning is supported in a timely and relevant way to optimise progress | All staff are systematically using new ITMP format  Progress in children’s learning is evident within the planning cycle |
| 4. Staff training in early Literacy development. | Staff recognise where children are in their literacy development and can identify next steps | Evidence within;   * Profiles * Observations * Discussions about focus children * Frameworks |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 1.3 - Leadership Of Change:  Sources of evidence/evaluation activities undertaken:   * School self-evaluation of HGIOS 4, focussing on key QIs * Dialogue at progress/tracking meetings between SMT and teachers * Collegiate sessions, stage meetings and In Service * Moderation activities across year groups * Feedback from parents at sharing learning sessions * Nursery self evaluation of HGIOELC focusing in key Qis * End of year feedback from parents and staff * Nursery monthly meetings   Overall evaluation of level of quality:  (brief description)   * The school’s vision, values and aims underpin all improvement work. * There is an ethos of collegiality, with staff learning with and from each other. Staff work in co-operative groups, where everyone’s voice is heard and honest feedback is a regular part of the dialogue. * Staff are fully committed to their own professional learning and are involved in leading aspects of school improvement. * There is a clear commitment to improving outcomes for learners. Peer observations need to become embedded in practice. * The pace of change is monitored by SMT to ensure change is manageable and has an impact on learners. With the changes in staff next sessions this will continue to be a focus for SMT.   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) |

3. How good is the quality of care and education we offer?

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:   * Staff are familiar with Child Protection policies and practices and know the importance of ensuring that all children are safe. * Most staff know their children well and build positive trusting relationships with them. * Children with additional support have built strong bonds with particular members of staff and are nurtured and well supported to feel safe and secure. * The curriculum rationale has been developed with staff, pupils and parents. Children are more involved in the content of the learning. It now needs to be further developed – interactive aspect, child friendly version. IDL also needs to be embedded into practice. * A flexible curriculum is planned for children who require alternative pathways to help them achieve of their best. These pathways are planned in consultation with parents and other partner agencies. * Children have opportunities to develop life skills through real and relevant contexts. This allows the children to apply their learning in a meaningful way. * Staff continue to develop their digital literacy, using technology to enhance the learning and teaching. * This session reporting progress to parents has taken the form of a digital portfolio. Parents have been fully consulted and asked for feedback. Parents have been supported to understand the wider picture of reporting children’s progress in learning across all aspects of learning and developing as individuals. This will continue to be progressed next session, focussing on reflective language and embedding regular feedback on progress into practice. * Children across the school are encouraged to become fully involved in their learning. * A more formal programme of moderation using benchmarks has led to greater staff confidence in their own professional judgements. This needs to be further developed, working across stages and using national benchmarks to effectively monitor progress and ensure a good pace of learning for all learners.   Key strengths:   * Support for children who require it is well planned, managed and targeted to meet their needs. * Children are involved in the learning process * Reporting progress to parents better reflects Curriculum for Excellence and is an ongoing process.   Identified priorities for improvement:   * Further develop the online system of reporting progress to parents, engaging more with parents and seeking feedback from them. * Use feedback to further develop learning and teaching approaches. * Develop and online/interactive version, along with a children’s version of the curriculum rationale * Raise the profile of enjoyment of reading and further develop a literacy rich environment for all |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1. Further develop Visible Learning with a focus on effective feedback. | * Staff use research and professional reading to develop their use of feedback in the classroom * Effective feedback will feature regularly in daily learning and teaching. * Children understand and can use feedback to help them progress in their learning. | * Children are able to talk about their progress and how to improve. * Children will take more ownership for their learning and progress * Feedback leads to improvement in attainment and achievement | |
| 1. Further develop the digital format of reporting progress to parents, through use of a new app and developing reflective language. | * Staff and pupils are able to upload work and use appropriate language to talk about their progress and next steps * Children focus on progress in learning * Children and staff can use reflective language | * Digital profiles reflect the whole child and their learning. * Improved communication regarding progress in learning with parents * Parents are able to provide feedback | |
| 1. Create a digital interactive version of the curriculum rationale. | * Parents understand what learning at Elrick looks like * Children understand what learning at Elrick looks like | * Curriculum rationale will be understood by everyone in the community | |
| 1. Children have the opportunity to engage in a wide range of reading opportunities. Creative approaches to reading are promoted across the school community. | * Effective use of the reading cloud * Greater engagement in reading * Increase in the reading behaviours of more reluctant readers | * Monitoring and evaluating use of the i-cloud * Pupil engagement in reading * Evidence of reading all around the school environment | |
| 1. The Nursery environment is set up to engage children and support them to make good progress in Literacy, Numeracy and Health Wellbeing. | * Children engaged in learning * Staff regularly enhance the environment to optimise learning in the core areas * Children are making good progress in the core areas | * Leuven Scale Assessment * Audit of core provision * ITMP | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
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| Evaluation of QI 2.3 - Learning, Teaching and Assessment:  Sources of evidence/evaluation activities undertaken:   * Classroom observations both formal and informal * Tracking progress meetings between teachers and Senior Management Team * Learning and teaching professional development * Dialogue with staff and pupils * Pupil group activity/impact eg whole school hour of code/charity events/Silver Sports Award * Digital profiles with reflective comments from staff and pupils   Overall evaluation of level of quality: 4  (brief description)   * Staff build positive relationships with the children. Pupils are encouraged to be fully involved in their learning. They engage regularly in dialogue and learn from each other. * Children are fully involved in the life of the school, participating in pupil groups as well as volunteering. * The majority of staff use a mild/spicy/hot approach in Maths to promote challenge ad successfully meet the needs of all learners. * Collegiate planning (year groups) is an integral part of the learning and teaching. * Attainment data is shared with staff. Whole school/year group/class/individual pupil data is used to plan next steps, allocate ASL staff and identify priorities for improvement.   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) | | | |

4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  (narrative across this theme and various QI’s)   * Staff and pupils feel valued and listened to. Our values of wellbeing and happiness are regularly promoted across the school community throughout the year. * We promote an ethos of inclusion. We work closely with families and partner agencies to provide learning experiences which meet the needs of our children with additional support needs. * P5 children performed well in Reading, Maths and Arithmetic. * Children have many opportunities through use of the local environment, contexts and IDL to develop skills for learning life and work. * The school works in partnership with local businesses, charities, the community to allow children to link their learning to the world of work.   Key strengths:   * Teachers are becoming more confident in their judgements of CfE levels. * Pupils in P5 achieved high standards in Reading, Maths and Mental Arithmetic. * Staff are supported, through professional dialogue, to make effective use of data to bring about improvements * Robust tracking of attainment and achievement.   Identified priorities for improvement:   * Improve reading skills, particularly at the early stages. Promote an ethos of reading for enjoyment and support boys to engage more readily in reading * Improvement in reading in P4 and P7 (session 17/18), particularly middle/lower achievers. Continued focus on developing mental arithmetic knowledge and skills. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. Further develop moderation practices and use of data to improve outcomes for children. | * Moderation practices will become embedded in practice. * Moderation will extend across the level * Staff will understand how to use data from Scottish National Standardised Assessments to improve outcomes for children. | * Greater consistency of standards across year groups and levels * Staff are able to use data to plan improvements * Greater confidence in professional judgements |
| 2. Provide opportunities for all learners to develop and enhance their use of the French language. | * All staff will introduce the French language into their everyday learning experiences/daily routines | * All children are using the French language on a regular basis |
| 3.In the Nursery, parents are valued as partners and have the opportunity to be fully involved in their child’s learning. The Nursery communicate effectively with parents through a variety of formats. | * Communication between staff and parents happens in a regular, consistent manner, through a variety of formats * Parents feel valued as partners in children’s learning | * Noticeboard * ‘You say, we did….’ notes * Focus Child interviews * Stay and Play feedback * End of year survey * Blog * Profiles * Newsletter |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/evaluation activities undertaken:   * Shared vision, values and aims, understood by all and underpinning all work * Feedback from visitors and parents on the positive ethos of the school * Feedback from pupils, parents and staff regarding the effectiveness of the Rainbow Room in supporting children with additional support needs * MAAP Minutes * Pupil Group feedback   Overall evaluation of level of quality:  (brief description)   * There is a positive ethos in the school and relationships between staff and children are strong. * Children display confidence and feel comfortable seeking support from adults when required. * The school has a strong ethos of inclusion within which the needs of all children with additional support needs are catered for, either through flexible pathways plus, a flexible curriculum or appropriate intervention. * Children who face challenges are making good progress * All staff have sound knowledge and understanding of the principles and practices of GIRFEC and put them into action. * Pupils and parents are involved in discussions which affect learning and progress.   Level of quality for this QI:  ( HGIOS?4 1-6 scale)  In relation to the priorities listed above the following action plans have been confirmed:   |  |  |  | | --- | --- | --- | | Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? | | 1. Implement mindfulness across the school for individuals/small groups/classes as appropriate. | Children are familiar with the purpose of mindfulness, understand more about their own emotions and can use taught strategies to help them feel calm and more relaxed.  Children display positive mental wellbeing. | Children will be able to manage their emotions in times of anxiety or confrontation.  Children will be use suggested resources when anxious/unsettled or angry.  Parents and class teachers note that identified children are less often on high alert. | | 1. Develop emotional literacy and resilience in children through use of the Bounceback and Restorative principles/practices. | Children understand their own and others’ emotions.  Children are able to cope better with day to day setbacks, interactions with peers. They can persevere, problem solve and respond favourably when things go wrong. | Feedback from parents, teachers and pupils.  Day to day interactions with peers are managed successfully. Restorative approaches are put into practice. |   Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   * PiPS/InCAS, Benchmarks; discussion at collegiate sessions regarding trends      * Tracking progress meetings and documents * Online profiles, which track progress and achievements have been successfully implemented and shared with parents this session. * The nurture approach and flexible timetables/curriculum are successfully supporting children with additional needs to achieve success   Overall evaluation of level of quality: 4  (brief description)  Attainment continues to be a key focus for improvement. The current P5 year group performed well across all areas. This trend needs to continue over the next two years, bucking the P6/7 trend in previous years. Mental Arithmetic is improving, however the approaches and strategies should continue to be implemented in order to show continued improvement, particularly middle and lower achievers. The nurture room/programme successfully supported children who could not manage to access class learning. Children were provided with a wide and varied programme both within and outwith school. The focus for next session should be to support children to access as much of the class learning as they are capable of. Both children with a high level of need and an early intervention approach should be considered.  Level of quality for this QI: 4  (HGIOS?4 1-6 scale) | | | |
| 5. What is our capacity for improvement?   * There is a positive learning culture within the school. Staff learn with and from each other. The vision of Learn, Develop and Grow is actively promoted across the school community. * Staff are fully committed to professional learning and regularly take on leadership roles. They understand the significance professional learning has on positive outcomes for children. * Staff are provided with regular opportunities to develop their own professional learning. Members of the Senior Management team are positive role models for professional learning. * Parental engagement is high and there are positive and productive relationships built on mutual trust and respect. * The school has positive and proactive partnerships with businesses and the local community. | | | |

6. Record of updating

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