

**Elrick School**

**Standards & Quality Report**

**2018-19**

**&**

**School Improvement Planning**

**2019-20**

**Last Updated: 18/9/2019**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2018-2019 and our School Improvement plan for the current session 2019-2020. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Elrick school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards**  to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards**  to gauge what continuous improvement might look like in the longer term

At Elrick we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Head Teacher

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

Aberdeenshire Prioirities:

* Improving Learning, Teaching and Assessment
* Partnership Working to Raise Attainment
* Developing Leadership at All Levels
* Improvement Through Self-Evaluation

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 – <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2018/12/2019-national-improvement-framework-improvement-plan/documents/2019-national-improvement-framework-improvement-plan/2019-national-improvement-framework-improvement-plan/govscot%3Adocument/00543908.pdf>

HGIOS?4 – <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf>

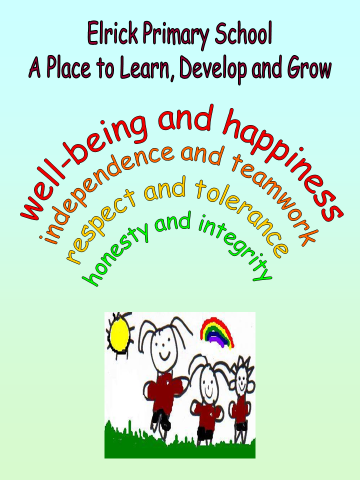
**The School and its context**

Elrick School is a place where we learn, develop and grow in partnership with our families and the wider community. In building this we promote values and develop ethos across the whole school community.

The school has 16 primary classes and a nursery which currently runs 2 sessions each day for ante-pre and pre-school pupils.

**Values that underpin our work**

At Elrick school, our rainbow underpins all that we do to support learners achieve the best they can. We are all committed to work together to provide a learning environment which promotes the following vision and values. This rainbow is shared through all our improvements and learning with families and staff.

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**What do we aim to achieve for our children/pupils**

Working together we aim that Elrick School provides the opportunities:

* 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

**Context**

Elrick School is situated within the community of Westhill, close to the boundary between Aberdeenshire and Aberdeen City. It is one of 4 primary schools within the Westhill community and most pupils transition to Westhill Academy. The local area has a number of private and local authority pre-school providers to support early education for our younger learners. Within Elrick School we have a nursery for ante-pre and pre-school pupils.

The school is a large, mainly open-plan, learning environment with a separate building for the nursery. We have some closed classrooms, smaller group work areas and shared areas which are used as part of learning and teaching. We also have a multi-purpose hall which is used for P.E., assemblies, performances and school lunches.

School lunches are cooked on site and provide a selection of hot and cold meals to all pupils. Pupils in primary 1-3 are entitled to free school lunches and the school uses an on-line payment system for payment of lunches.

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. Many 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. The development of learning progressions both knowledge and skills, supports learners to develop the skills which they need both now and in the future.

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, TAQA, Westhill Rotary, Tesco, our local church, the local ranger service, 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 previous session 18/19. Following discussion with Westhill Cluster colleagues our priorities were as follows:

* To support children to develop strategies and techniques which will support their resilience and positive mental health. This further develops previous work on using mindfulness and other strategies to support all learners.
* To develop phonics and early literacy strategies which will allow learners to access literacy more easily and develop confidence in their own abilities.

**Impact of our developments**

In this section we will outline the improvements we agreed last session and identify the progress we have made during session 2018-19.

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| Priorities   1. Developing Learner’s Resilience  * Participate in activities which challenge their learning (academic, personal, social and emotional learning) * Demonstrate growth mindset qualities * Demonstrate coping strategies in uncomfortable or adverse situations * Use restorative approaches to support conflict resolution | |
| Progress | * Children completed a questionnaire to look at their resilience and health wellbeing at the start of session to provide a baseline for teachers to focus health and wellbeing learning in their classes * Assemblies had a focus on resilience, positive mind set, sharing achievements * Teachers introduced activities within their classrooms to encourage resilience such as Taskmaster in P7 * A playground charter was developed by the health group and shared with pupils and staff to provide consistency across the school, linked to the behaviour policy, pupils also took part in a survey around playground behaviour * A mindfulness club has involved some pupils from each class in P4-7 being trained in mindfulness techniques which they can share with their classmates or younger classes * Classroom observations using the Leuvin Scale focussed on pupils’ engagement in learning. Feedback at tracking and monitoring meetings looked at this across the school * Creativity was a key focus across school improvement and linked with developing resilience * Teaching staff had a training session, led by school staff, on co-operative learning to remind staff of the principles and approaches for using in their classes * A parent workshop evening focussed on resilience across a wide range of workshops, led by teaching staff * Staff, pupils and parents worked together to update the Positive Behaviour Policy |
| Impact | * Playground charter in place * Observation and feedback from parents from survey indicate more robust and resilient children * Continuity and consistency across the school makes it fair and also supports staff working across classes * Teachers shared that some pupils are more willing/keen to take part in open ended and problem solving tasks, even if they can’t get a solution/win * New Positive Behaviour policy shared with pupils via class teachers and parents through the school website and Parent Council |
| Next Steps | * Introduce Zones of Regulation * Possible visual display of growth mindset values (maybe through the class charters) * Staff to have refresher training on restorative approaches, specifically using the same language (script) * All staff to have playground charter on lanyard to refer to |

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| Priorities   1. Improving Learners’ Experiences  * Have learning experience planned which are engaging, purposeful and appropriate to their level of challenge * Show improvement in attainment and achievement | |
| Progress | * Developed new/updated reading guidelines which is available for all staff within our planning materials on GLOW * Engaged in teacher CPD and pupil opportunities across STEAM, including BP link school visits, engineering challenges * Developing of free play across the early years, linked to the development of learning and skills * Using “real” texts across P2 to encourage literacy development * Collegiate sessions focussing on emergent and developing writing, including moderation, sharing good practice in reading and planning * Updating of the writing criteria for assessment * Beginning a Learning and Teaching policy * Monitoring of feedback given to pupils through classroom observation and jotter monitoring * Self-evaluation visit by 2 peer head teachers to look at feedback and pupil’s awareness of the learning process * Planning and tracking meetings used to monitor and guide teachers across all aspects of teaching * Children participating in sharing their experiences of learning and feedback with member of the senior management team |
| Impact | * Consistency across the school in expectations regarding feedback * Children more engaged in learning through play in the early years * Children linking learning to skills, particularly in STEAM activities * Identification of next steps regarding feedback and curriculum development |
| Next Steps | * Use guided reading guidelines to support reading in every class and review of reading resources * Moderation of reading/writing/numeracy in stages across the year (use of stage meetings?) * Creation or a resource list/bank to enable teachers to find resources efficiently, therefore reducing workload – physical and electronically * Ensure all staff aware where to find electronically stored resources e.g. writing criteria * Further development of play across the school, linked to Developing Young Workforce * Emergent literacy to be a whole school focus, as part of cluster priority, Emergent literacy assessment used to inform teaching, where appropriate * Continue to share whole school expectations to help learning and organisation – trial of a Meet the teacher event |

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| Priorities   1. Increase Parental Engagement  * Share their learning with parents * Have a shared understanding with their parents of themselves as learners * Be aware of the range of skills parents use in the world of work and how this links to their learning * Lead learning walks or workshop based activities for parents | |
| Progress | * Continued to hold and highlight Sharing the Learning opportunities for parents * Regular class newsletters and weekly dates for you diary shared with parents * Workshops led by teaching staff with key note presentation by educational psychology service * Using Twitter to showcase learning and school news * Encouraging pupils to attend parents/teacher meetings with their parents * Raising volunteering at Nursery and Primary 1 transition meetings * Primary 1 and Nursery curriculum meetings * Change to 2x yearly reports with online SEESAW profile |
| Impact | * New opportunities for parental engagement provided * Parent feedback positive regarding engagement events * Positive responses to changes in reporting |
| Next steps | * Consistency in the use of Twitter and SEESAW across the school – agreed expectations * Trial of a “Meet the Teacher” event in August to share class expectations, routines etc * Review the sharing the learning events to ensure that there if a focus on the purpose of the session * Continue to encourage parental engagement across the school in a variety of different ways |

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  Level of quality for core QI 1.3: 4 GOOD  (HGIOS?4 1-6 scale) |
| Overview:  Leadership of Change, QI1.3 is key to driving improvements at Elrick School. Through professional development and review meetings staff are support to develop their own practice and use this to enhance the provision for all pupils. The staff are very committed to their own professional development and how this impacts on learning and teaching across the school. Collaborative working is evident from nursery to P7 through working groups, collegiate sessions and working within their own stage or remit. Evidence for change is in place through a variety of sources. Senior leaders ensure that any improvements are planned and supported by evidence and also result in a positive outcome.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:   * Our class and playground charters are based on the school Vision, Values and Aims. * The school continues to have a focus on supporting learners succeed through quality feedback * Through staff development, meetings and working groups all staff are involved in the process of change * The updated positive behaviour policy was developed with staff, parents and pupils and is consistent across the school * The senior leadership team support to take responsibility for change, through an evidence based approach   Identified priorities for improvement:   * Consistent expectations regarding behaviour across the school to be shared with staff, pupils and parents * Working parties to lead agreed improvements for 2019-2020 across the school to support identified improvements and reduction in workload * Ensure that all improvements are based on evidence, involve all partners and impact is reviewed then shared * All staff are involved in Visible Learning, supported by local authority training for identified staff member and partners across the cluster |

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  Level of quality for core QI 2.3: 4 GOOD  (HGIOS?4 1-6 scale |
| Overview: At Elrick School staff underpin their learning and teaching with the schools’ vision, values and aims. They take into consideration the local community – both physical and economic when planning learning.  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * Children’s progress and developments is based around their individual needs and ability, taking into consideration a wide range of evidence of a child * Staff plan across their year groups to ensure consistency and as part of a moderation process * A key focus on feedback is leading to improved outcomes for learners * Planning uses the National Benchmarks and Aberdeenshire Frameworks, this ensures consistency across the school. This is monitored by regular tracking and monitoring meetings with the senior management team * Teachers long term planning identifies the agreed areas and outcomes over the school year * Tracking and monitoring meetings support and target identified pupils through a 20%/60%20% process * Data at individual, group, class and school level is used to target specific learning * Reporting to parents uses clear, concise language based on a wide range of evidence   Identified priorities for improvement:   * Development of the use of play and open ended learning opportunities to develop skills and knowledge across the school * Continue to develop high level feedback through Visible Learning * Further development of a learning and teaching policy which summarises the approaches, key resources and processes Elrick School uses across all the curricular areas * Further awareness raising of children’s rights and how this links to the learning in school * Emergent literacy approaches further developed beyond nursery and P1 to a whole school approach (Also a Westhill cluster priority) |

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  Level of quality for core QI: 4 GOOD  (HGIOS?4 1-6 scale) |
| Overview:  [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * The whole school has the same expectations for behaviour, as shared through the updated Positive Behaviour Policy * The school has a positive partnership with both internal and external agencies who work together to support children * Through a structured and organised health and well-being programme, pupils are aware of equalities and discrimination * The school has worked in partnership with the Parent Forum to begin to improve the outdoor area around the school, with successful purchase of 2 outdoor classrooms, benches and equipment * Each class agrees a class charter, linked to the wellbeing indicators and the United Nations Convention on the Rights of the Child * Teaching staff use Aberdeenshire’s staged intervention process to support learners across the school * Our Pupil Voice and Health Group support ensuring that all pupil voices are heard and help make decisions to improve the school * The school had on-going and newly formed links with various community groups and businesses * Regular opportunities are planned for parents to find out about their child’ learning, share experiences and meet staff * Restorative conversations are part of supporting the pupils resolve situations as part of our school positive behaviour policy   Identified priorities for improvement:   * Continue on 2018/19 priority of building resilience, there is some improvement in this area but still a barrier to learning and social skills * Introduction and training in use of Zones of Regulation * Increase children’s awareness of the well-being indicators through health and well-being sessions * Supporting pupils to fully understand the impact of their actions on others in school and in the community through a focus within health and well-being on discrimination and intolerance and celebrating the diversity within the local community |

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| Evaluation of QI [3.2 Raising attainment and achievement](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Level of quality for core QI: 4 GOOD  (HGIOS?4 1-6 scale)  Sources of evidence/ evaluation activities undertaken:  Elrick School uses a variety of evidence and evaluation activities to identify pupils’ current attainment and achievement including:   * Teacher professional judgement of how a child is progressing day by day in their learning and social skills * SNSA (Scottish National Survey of Achievement) planned for P1,4 and 7 * Use of a variety of summative assessment materials such as Emergent Literacy tracker for early years, maths assessments linked to particular topic pre and post teaching input * Formative assessment used across all classes but staff to identify progress and highlight any mis-understandings * Sharing achievements through achievement wall and within classes * Use of consistent and agreed writing criteria to assess children’s writing * Moderation of pupils’ learning across the stages and with cluster schools   Key strengths:   * Attainment across all stages of the school is good. With most pupils achieving the appropriate benchmarks (see table below)   Attainment Data 2018/19 – Levels achieved   |  |  |  |  | | --- | --- | --- | --- | |  | P1 (%) | P4 (%) | P7 (%) | | Reading | 90% | 85% | 90% | | Writing | 88% | 85% | 86% | | Listening and Talking | 90% | 94% | 88% | | Numeracy | 87% | 89% | 86% |  * Tracking and monitoring of pupils attainment is planned and regular, using a whole school tracker updated at agreed points during the year, tracking and monitoring meetings with individual class teachers using a 20/60/20% model * Regular assessment identifies a child’s current skills and ability and teaching staff use broad, fluid groupings to target learning appropriately * Use of pupil support assistants and additional support needs teacher is targeted to support individuals succeed both socially and academically   Identified priorities for improvement:     * Improvement of the phonics/spelling programme to challenge learners appropriately * Development of a grammar progression, across the school * Continued focus on numeracy to build on work from last year * Improving how we share and track children’ achievements |

**Wider Achievements and Community Links During 2018/19**

***Memories are made of this:***

***(These are some of the many achievements across all aspects of learning at Elrick School during the year 2018-19)***

Class trips, supported by funding from the Parent Council, allowed children to visit BA stores, Scottish Parliament and Aberdeen Science Centre.

We had lots of visitors to support our learning including a member of the Aberdeen Astronomical Society, financial education workshops for P7, Generation Science workshops, Aberdeen Wanderers Rugby taster sessions

Primary 6 had curling sessions at Curl Aberdeen

We had a safe cycling event for all in P5-7 with a presentation followed by sessions on various bikes in the playground

Our school library continues to be run by a team of volunteers, thanks to all the parents who help.

We worked closely with Westhill Rotary Club to run pupil quizzes and young speaker competitions. Well done to all our participants.

Several pupils achieved musical milestones through Aberdeenshire Instrumental Service in cello, piano, brass and violin.

All classes participated in health and wellbeing sessions as part of the A.L.E.C programme and always love seeing Harold the giraffe

Several classes have used Arnhall Moss as a learning environment and a community partnership with a local company, TAQA, has led to the development of an exploratory trail within the Moss.

Glee club was well attended and the club qualified for the regional final, where they came second.

Many classes put on performances across the year and we enjoyed sing a longs, plays, cafes and shows.

Primary 5 sang carols at Westhill Shopping Centre to raise money for Sensation-all

All classes undertook a mini-enterprise where we had a variety of activities including Christmas fayre, summer stalls, refreshments, supporting a local foodbank and much more

Primary 6 and primary 7 pupils were offered a residential experience, skiing at Glenshee and outdoor activities at Barcaple.

Primary 6 pupils completed Bikeability training

We continue with our BP link programme including visiting BP, workshops in class and more.

We had many football teams competing at local festivals and leagues. Well done to all our footballers and a big thanks to all our volunteer coaches.

The Parent Council organised a number of fundraising activities across the year and this supported the school with purchasing new equipment

Our buddying partnerships have continued with P6 building friendships with nursery pupils and supporting transition into P1

A local drama coach delivered drama workshops to some classes

The travel tracker was successful over the year with pupils earning badges and Elrick featuring several times in the top schools for active travel

We continued to run a number of clubs such as netball, hockey, Glee, Minecraft, construction, craft club, Harry Potter, Young Leaders and lots more.

**Capacity for Improvement**

School and nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals and others to ‘get it right” for every child.

**What are we doing at Elrick in 2019/20?**

**PEF 2019/20**

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| Identified gap | Literacy attainment: Targeted pupils will work in very small groups/individual on building skills and understanding at appropriate levels, linked to the national benchmarks for literacy and numeracy, along with more specific targets link to Aberdeenshire’s frameworks for literacy and numeracy |
| Expenditure | £9,720 |
| Expected outcomes | The impact of this approach will increase pupil confidence in literacy and numeracy as well as increasing attainment in these core areas for the targeted groups. |
| Impact Measurements | * Attainment data * Feedback from staff * Analysis of data and information using class trackers * Engagement in learning of targeted individuals |

**Key Priorities for Elrick School Session 19-20 (For nursery please see separate improvement plan)**

In relation to the Standard and Quality report findings above and evidence gathered the following action plans have been confirmed for session 2019/20.

* 1. Curriculum Focus
* 2. Feedback and Reporting to Parents
* 3. Mental health/Health and Well-being

A fuller plan of actions is included below, with a progress record which will be updated throughout the year. Underpinning all of the improvement plans is recognition for self-evaluation and how this affect change (quality indicator 1.1) and also involvement of the whole family in supporting learning (quality indicator 2.7)

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| Priority | QIs | Outcomes | Interventions | Expected Impact | How will success be measure? |
| 1.Curriculum Focus | 1.3  2.3  3.2 | Elrick will:  have a robust and organised curriculum, designed to meet the pace and challenge of individuals  all share a common approach to the expectations for learning and behaviour within the school and their class  have increased play/exploratory based learning opportunities link to the skills within Developing a Young Workforce  Follow an improved, consistent approach in the teaching of reading skills  Have the opportunity to experience and learn languages across the school. Progressive learning of French from primary 1. | What we will be doing:  Development of learning and teaching policy – “handbook” for all staff  L&T policy to share ethos as well as procedural expectations for Elrick  Progressing with a play/exploratory based approach to learning, linked to DYW/Froebel  Creation of an appropriate grammar progression and suggested resources  Consistency in approach to reading, use of school guidelines, organisation of resources  Working towards a whole school approach to emergent literacy (also a cluster priority)  Moderation of writing/reading and also listening and talking  Continuing to develop teacher confidence in modern languages through phrase of the week, using teacher expertise  Organisation of digital resources as we move to Office 365  Engaging with parents to raise awareness of improvements  Staff working groups established to lead improvement | Increased attainment in reading and writing through improvements in reading, phonics/spelling and grammar  Consistency in learning and teaching across the school  Learning and teaching policy developed and used  Staff and pupils able to used Office 365 to support learning  Children more engaged in languages and able to use within learning and across the school day | Feedback from teaching staff on reducing workload around planning and accessing appropriate and relevant resources  Planning meetings between teaching staff and senior management team identifying progress and attainment of learners with grammar and reading  Classroom observation on pupil engagement across all learning  Evidence of play/exploratory based learning consistent across whole school  Feedback from learners and their families |
| **Progress and update towards priority 1 -** |  | | | | |
| Feedback and Reporting to Parents | 1.2  2.3  3.2 | Elrick will:  Be given timely and relevant feedback  Be clear on the purpose of task  Understand what is required to be successful in a task  Be able to identify their next steps in learning  Use their learning profile to share snapshots with their parents  Be able to explain and share feedback  Understand and explain what thinking is and the importance this has in their learning | What we will be doing  Teaching pupils to be more independent in selecting learning to share in their profiles (SEESAW)  Ensuring that all classes are consistent in their use of SEESAW  Ensuring that the purpose of learning is shared with all pupils and that children understand what they need to do to succeed  Providing feedback, in different ways, which is appropriate, timely and able to be accessed by the pupil  Moderating children’s learning across classes and across the cluster  Engaging in Visible  Thinking as a whole school | Increased and consistent use of profiling across the school  Increased engagement of parents in online profiling, monitored by class teachers  Pupils and parents discussing learning from profile  Pupils being able to discuss their learning – the purpose, their success and next steps  Increased resilience in engaging in learning – through classroom observation and feedback from staff/learners  Pupils being able to discuss their learning and identify the their next steps from feedback  Increased positive feedback from parents at end of session, comparison with previous year  Improvements in place from working groups, enhancing learning and teaching | Sampling of profiling  Feedback from learners and their families  Data to show access and interaction of families using the on-line profiling  Surveys on reporting to parents  Classroom observations focussing on feedback and children’s clarity on their learning |
| **Progress and update towards priority 2 -** |  | | | | |
| Mental health/ health and well-being | 1.3  3.1 | Elrick will:  Have consistency around behaviour expectations within the school and the playground  Follow the agreed expectations of behaviour and be aware of the consequences  Use mindfulness strategies and techniques to help with learning  Begin to use Zones of Regulation to identify and understand emotions  Be supported to build resilience through learning opportunities which challenge their thinking | What we will be doing  Ensuring consistent use of school positive behaviour policy  Communicating clearly to pupils and parents school expectations  Developing mindfulness ambassadors to share strategies and techniques with classes  Staff training in Zones of Regulation and embedding this across the school  Providing challenge to all pupils in learning and social situations | Reduction in inappropriate behaviours  Parental engagement in school events  Mindfulness evident in classrooms and also used to support de-escalation of heightened emotions  Zones of Regulation evident in classrooms and shared with families and used by pupils and staff around emotions. | Analysis of data around pupil behaviour  Attendance and feedback at parent and family events  Classroom observations  Pupil feedback  Classroom displays |
| **Progress and update towards priority 3 -** |  | | | | |

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