

Elrick School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 – 2021

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019– 2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our school's 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.

Fiona Thomson

Head Teacher

The School and its 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 roll in August 2020 was 394 pupils in P1-7 and 48 pupils in Nursery.

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.

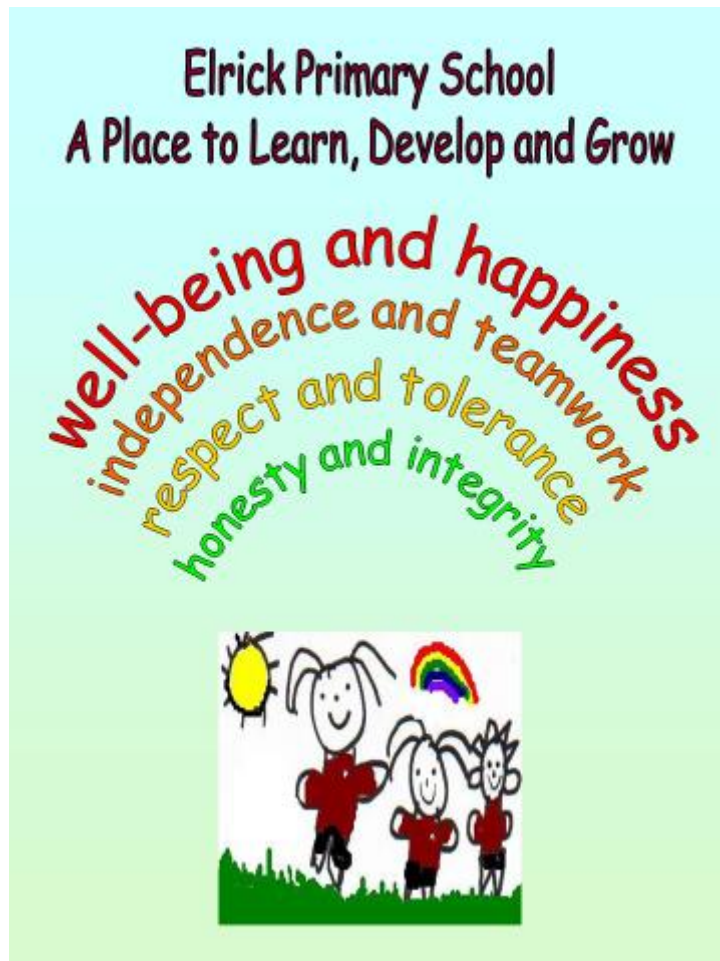
At Elrick we promote an ethos of inclusion, within which everyone is listened to, valued and encouraged to participate fully in the life and work of the school community. Collaborative working is a key feature of Elrick, among staff, pupils and parents. Many staff are trained in Co-operative learning 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.

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.

Vision, Values and Aims for the school

At Elrick Primary School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become ***Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.***

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.



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

Ethos, community links and partnerships

Community links are a valued part of school life. Elrick School has a very supportive Parent Council, with class reps supporting parents and school in gathering and sharing feedback. This group actively supports improvement activities and raise additional funds to provide many extras for the pupils in the nursery and school.

We offer many opportunities for our learners to enjoy first-hand experiences outdoors, utilising our own outdoor environment as well as other local areas such as Arnhall Moss. Such experiences motivate our children to become successful learners and to develop as healthy, confident, enterprising and responsible citizens.

We also have many business links which help to develop our young workforce, preparing our pupils for the world of work. 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 Club, 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.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>Curriculum</p> <ul style="list-style-type: none">- A robust and organised curriculum to support pace and challenge- Consistency in expectations around learning and behaviour- Play/exploratory based learning opportunities	<p>Staff working groups established to lead improvement priorities;</p> <p>P1 and P1/2 progressing with a play/exploratory based approach to learning, linked to DYW/Froebel; visit from Greg Bottrill</p> <p>Creation of an appropriate grammar progression and suggested resources</p>	<p>Staff ownership and responsibility for leading change and improvement and identifying next steps.</p> <p>Play based approach widely used in P1 and P1/2 setting. Frequent professional dialogue regarding the successes and areas for development from this. Inspiring visit to the school and cluster from Greg Bottrill resulted in increased engagement from children, particularly regarding letter/number reading and writing through the hidden message approach. Greg also did a session for parents. Evident in planning and moderation discussions, through daily practice and in completed professional learning assignments.</p> <p>Working group created and shared a draft grammar progression for across the school. This to be trialled in 2020-21, alongside New Wave Resource. Evident in planning documents and meetings.</p>

	<p>Consistency in approach to reading, use of school guidelines, organisation of resources</p> <p>Working towards a whole school approach to emergent literacy (also a cluster priority)</p> <p>Moderation of writing/reading and also listening and talking</p> <p>Continuing to develop teacher confidence in modern languages through phrase of the week, using teacher expertise</p> <p>Organisation of digital resources as we move to Office 365</p>	<p>Guidelines created by Principal Teacher in conjunction with staff. Staff now more familiar with the variety of approaches from active literacy and reflective reading. Resources well organised and up-to-date wishlist for book purchases made.</p> <p>Working group have adapted the Highland Literacy Progression for Elrick's needs and have a spelling and reading progression being used by all stages. Evident in planning documents and discussion.</p> <p>Collegiate time given to moderation of writing and reading. Increase in staff confidence when moderating levels. Highland literacy resource for talking discussed and given to all staff to trial. Evident through 'Pastoral & Attainment Meetings' and when completing tracking sheets.</p> <p>Duolingo app introduced during an inservice day and this increased motivation and engagement of pupils. Evident through monitoring the use of app both in class and during remote learning.</p> <p>Digital resources organised before move. Evident through organisation of digital files on OneDrive and SharePoint.</p>
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<p>Feedback and Reporting to Parents</p>	<p>Teaching pupils to be more independent in selecting learning to share in their profiles (SEESAW)</p> <p>Moderation of SEESAW to ensure consistency across all stages</p> <p>Whole school engagement in ‘Making Thinking Visible’ tapestry programme</p> <p>Ensuring that the purpose of learning is shared with all pupils and that children understand what they need to do to succeed</p> <p>Providing feedback, in different ways, which is appropriate, timely and able to be accessed by the pupil</p> <p>Moderating children’s learning across classes and across the cluster</p>	<p>Children self-selecting their own pieces to put on profiles, sharing this with parents at home, communication increased between families and school. P1-3 successfully used SEESAW as a platform for sharing remote learning during national lockdown.</p> <p>Seesaw moderated during collegiate time and strengths and areas for development noted. Digital leaders (staff and pupils) assisted where class teachers needed support. This resulted in more engagement with the Seesaw platform.</p> <p>Thinking routines introduced to staff during inservice days and trialled in classrooms; core MTV development group shared their experiences and successes with wider staff. Thinking routines used to deepen second level remote learning experiences.</p> <p>Online learning moderated by SLT to ensure consistency in volume of work set and expectations on learners.</p>
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<p>Improvement in children and young people's health and wellbeing</p>	<p>Improved consistency in the use of school positive behaviour policy</p> <p>All staff engaged in reading and discussion around 'When the adult changes, everything changes' by Paul Dix.</p> <p>All staff introduced to 'Whole School Nurturing Approaches'.</p> <p>Key staff attended 'Emotion Works' training.</p> <p>Staff training in Zones of Regulation to start embedding this across the school.</p> <p>Increased communication to pupils and parents regarding school expectations</p> <p>Development of mindfulness ambassadors to share techniques and strategies with classes.</p>	<p>Shared understanding of expectations around behaviour. Ongoing discussion and changes supported by staff engagement in professional reading and training.</p> <p>Meet the Teacher event held early in session 2019/20 was very well attended and expectations were shared and discussed. Evident through Meet the Teacher PowerPoint presentations and feedback from parents.</p> <p>Mindfulness club established and P4-7 ambassadors shared techniques with their own and younger classes as well as with staff.</p>
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4 GOOD

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Overview:

Leadership of Change, Q.I 1.3 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 Key strengths:

- All staff have a very clear understanding of the social, economic and cultural context of the local community.
- 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
- Staff have a good knowledge of tools to support self-evaluation including GTCS standards and HGIOS4 and have been committed to taking lead roles in school improvement through working groups to benefit outcomes for all our young people. All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes.
- Staff engage with professional learning/CLPL opportunities through ALDO. Leadership roles are encouraged and taken on by a range of staff to support school developments.
- Staff are familiar with HGIOS4 and have been involved in activities to 'unpack' the relevant Quality Indicators and self-evaluate against these.

- Regular review and discussion around planning, classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- School improvement takes place in the in the context of the school's values and vision
- Self-evaluation is key to school improvement and all stakeholders are involved in evaluating progress and identifying next steps for improvement.
- Staff are becoming more confident in using assessment data to support planning for next steps.

How do you know?

What evidence do you have of positive impact on learners?

- Practitioner enquiry is evident throughout the school and used to support school improvement. This year pupils have benefitted from a focus on 'Making Thinking Visible' and play-based approaches in the Early Years. Prior to lockdown, children across all stages were being introduced to and able to talk about 'thinking routines' to support their learning. Play has been a strong feature of the Early Years curriculum and staff have developed policy and guidelines to support this approach based on research and evidence.
- Staff are committed to change which results in positive outcomes for learners, trying new approaches and evaluating and improving as required.
- The Senior Leadership team support staff by encouraging innovative and creative ideas and timetabling opportunities for staff to share and reflect through the working time agreements and collegiate hours.

What are you going to do now?

What are your improvement priorities in this area?

- Expectations regarding behaviour to be reviewed and discussed following Respectme training and Paul Dix reading and discussion. A consistent approach will be further developed across the school and shared with staff, pupils and parents.
- Working parties to continue to lead agreed improvements for 2020-2021 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.
- Continue to use 'How Good is OUR School?' to support further development of pupil involvement in self-evaluation and improvement planning.
- All staff will continue to be involved in Making Thinking Visible, supported by local authority training for identified staff member and partners across the cluster. Thinking strategies will become embedded into learning routines.
- Staff to engage more often in reflective dialogue with learners using see-saw app to support children in evaluating their own learning and next steps and sharing this with parents.
- More time to be given to embed initiatives and evaluate impact on learners.
- Staff to look at how they record and use assessment evidence and evaluations.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

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: 4 GOOD

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

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 Key strengths:

- Children's progress and developments are 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
- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise. Staff regularly share good practise with their colleagues to help improve teaching and learning and ensure consistency in approaches.
- Education Scotland Benchmarks are being used in Literacy, Numeracy and Health and wellbeing. Using these, in conjunction with a range of sources of assessment evidence, staff are becoming more confident in making judgements about children's progress within a level.
- 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

How do you know?

What evidence do you have of positive impact on learners?

- The ethos and culture of the school is based on positive relationships and a commitment to children's rights.
- In all classes, teaching is underpinned by our school vision and values and staff are committed to getting it right for all pupils. This is evident in the range of teaching approaches visible in the school including appropriate use of technology to support learning.
- Staff have accessed and applied relevant findings from educational research to improve learning and teaching (eg. MTV, Play-based approach and promoting positive behaviour).
- A variety of assessment approaches are used to identify where children are with their learning and support decisions made around next steps. This is done in collaboration with ASL and SLT to ensure appropriate support is in place.
- Tracking and monitoring are well understood and used effectively to identify support needs and plan targeted support where required.

What are you going to do now?

What are your improvement priorities in this area?

- 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 Making Thinking Visible
- 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)
- Continue to develop our moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards and what a level looks like. This should include seeking opportunities for planning with colleagues. Literacy to be a focus for moderation in particular this session.
- Increase Pupil involvement/confidence in reviewing their learning and becoming more able to articulate their progress and identify next steps.
- Further develop outdoor opportunities and look at how these are planned for across the curriculum to ensure high-quality outdoor learning.
- Create further opportunities for pupils within the school to develop their skills for learning, life and work.
- Ensure Assessment is integral in planning stages of teaching and learning, with a wide variety of assessment approaches to allow learners to demonstrate their K & U, skills attributes and capabilities in different contexts across the curriculum.
- Analysis of SNSA data at P1 and P4 as well as P7

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

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/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

3.1 Key strengths:

- Staff have a shared understanding of wellbeing and rights which is updated through annual GIRFEC training. Staff fully understand their responsibilities in relation to Child Protection. Our commitment to GIRFEC is underpinned by good communication and relationships with partner agencies to ensure the best outcomes for all.
- 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
- The school continues to adopt a dyslexia and autism friendly approach, toolkits to support this are available in classrooms and strategies suggested by IPT have been used to support autistic needs. Nurture approaches are used throughout the school. Most staff have completed Dyslexia training.
- Plans are in place to meet the needs of children with ASN, and class teachers are aware of their responsibility in making adaptations to the learning environment and curriculum to ensure the best outcomes for all. Support is utilised well from colleagues and partner agencies.
- 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

How do you know?

What evidence do you have of positive impact on learners?

- **Upper stages children engaged in self-evaluation using 'How good is OUR School? – Our Relationships'. Almost all pupils felt safe and secure at Elrick School and said they felt that the teachers cared about them and listened to their views.**
- **The wellbeing indicators are integral to teacher assessment and planning next steps in Health and wellbeing.**
- **All staff have completed refresher in GIRFEC and Child Protection and are sensitive and responsive to the wellbeing of individual children.**
- **Staff show sensitivity and understanding towards the wellbeing of colleagues, providing support when needed.**
- **Children can talk about the school vision and values and can make links with their class charter and what is expected from them.**
- **Restorative language is used more frequently in supporting conflict resolution.**

What are you going to do now?

What are your improvement priorities in this area?

- Continue to engage children across all stages in self-evaluation using 'HGIOURS?' to ascertain their views on 'Our Relationships' and identify next steps for improvement.
- Continue to support children in 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
- Continue to look at the universal offer of support for all our children, promoting an inclusive culture and ethos through positive relationships.
- Single Service Action Plans to be created in consultation with families to ensure adequate support in place to meet individual needs
- Continue to engage families in understanding how we support all learners through this culture and ethos
- Review anti-bullying policy and positive relationships policy to take in to account local and national legislation and advice and views of stakeholders
- Staff to incorporate restorative circles into their weekly routine and use this as a forum for embedding values
- Outdoor learning to be embedded in to teaching and learning.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

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/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

Key strengths:

- Attainment across all stages of the school is good with most pupils achieving the appropriate benchmarks (see table below)

Attainment Data 2019/20 – Levels achieved

	P1 (%)	P4 (%)	P7 (%)
Reading	75%	80%	87%
Writing	73%	74%	83%
Listening and Talking	88%	86%	92%
Numeracy	85%	86%	89%

- 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

How do you know?

What evidence do you have of positive impact on learners?

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 misunderstandings
- 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

What are you going to do now?

What are your improvement priorities in this area?

- Literacy attainment remains slightly below attainment in numeracy. Further analysis to explore the reasons behind this and barriers to learning to be highlighted and addressed with support targeted effectively.
- Staff to work collaboratively in assessing needs and identifying barriers to learning such as Dyslexia.
- Improvement of grammar progression to ensure appropriate pace and challenge across the school
- Staff to explore approaches to increase pupil engagement, with a particular focus on literacy
- Continue to develop a 'Growth Mindset' culture to encourage pupils to challenge their learning by giving things a go and persevering.
- Staff to be more consistent in praise and rewarding of achievements. Wall of Excellence to be introduced in each class. Wider achievements to be tracked and any gaps highlighted.
- Life skills need to be further embedded and applied across the curriculum and beyond the formal classroom.
- To develop a robust and manageable means of planning and assessing teaching and learning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- An alternative to See saw to be embedded as a profiling tool to enhance parental involvement and encourage learning dialogue both at home and school, allowing opportunities to share learning experiences

PEF 2020-2021

Identified gap	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. Literacy has been highlighted as an area for development with some children falling below the expected level in reading and writing.
Expenditure	Elrick was allocated £7,049 for session 2020-21. Due to the current situation and previously highlighted concerns it was decided that this money would be used to maintain the additional 21 PSA hours funded during last session. The focus of this is: <ul style="list-style-type: none">• To support children to develop strategies and techniques which will support their resilience and positive mental health both in the classroom and playground environment.• To support learners to access literacy more easily and develop confidence in their own abilities.
Expected outcomes	Children will feel safe, valued and included in both the classroom and playground environment and will feel confident that support is available if required. Children will be more confident in dealing with conflicts. Fewer incidents of negative behaviour in both the classroom and playground. Raised attainment in reading and writing.
Impact Measurements	<ul style="list-style-type: none">• Abilities of children prior to intervention (TMR spreadsheet, evidence from teachers, work samples)• Initial and regular assessment and gathering of data to continually monitor progress• Tracking progress for every child

Wider Achievements and Community Links During 2019/20

Memories are made of this:

(These are some of the many achievements across all aspects of learning at Elrick School during the year 2019-2020)

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 Aberdeen Wanderers Rugby taster sessions.

Primary 6 had curling sessions at Curl Aberdeen.

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 enjoyed performing at the Beach Ballroom.

Some classes put on performances across the year and we enjoyed sing a longs, cafes and ceilidhs.

Primary 5 sang carols at Westhill Shopping Centre to raise money for SensationALL.

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 pupils were offered a residential experience, skiing at Glenshee.

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, 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 data, 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.

Key priorities for session 20-21

Nursery Priorities for 2020/21 – see separate action plan.

Priority 1 - Recovery Planning

Priority 2 - Increased Pupil Engagement

Priority 3 - To support Social and Emotional Wellbeing

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 		<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion 		<p>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life <p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority 1 : To support the recovery of learning at Elrick School and Nursery, ensuring all are supported to transition back to school and engage with the 'new normal'.</p>			<p>Data/evidence informing priority: Covid-19 lockdown</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	Behind Schedule
<p>Re-building positive relationships with pupils, staff, parents/carers and community.</p> <p>Clear focus on Health and wellbeing within school and nursery.</p> <p>Re-establishing what the school stands for within the community. (Using the vision, values to support the daily life for all in school.)</p> <p>Consideration will be given to:</p> <ul style="list-style-type: none"> Acknowledging and responding to the experiences of pupils and their family/community. Providing appropriate supports to meet individual needs 	All staff	From August 2020	<p>Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities. Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people's learning needs on their return to places of learning.</p> <p>Use of wellbeing indicators/Leuven Scale during term 2 to target and tailor support. Follow up to measure impact</p> <p>Use previous years' forward plans, previous assessments, pupil reports, learning activities and tasks - including those carried out</p>	Not Achieved	<p>Individ. chn identified and approp. support in place (eg PSW)</p> <p>SLT observing pupil engagement in class and discussing with CT. CTs using wellbeing indicators in planning.</p> <p>Staff have worked with stage colleagues to assess and identify next steps.</p> <p>Baseline and follow up assess</p>
	SLT/AS	Regular monitoring and review required initially		On Track	

<ul style="list-style-type: none"> ● Rebuilding the sense of community across the school ● Re-establishing positive and trusting relationships ● Engagement with the new routines and structures - supporting all to become familiar and confident within these. ● Establishing 'Visible Consistencies' to ensure both consistency and predictability for all. <p>Re engagement with the curriculum In school learning - with a key focus on Literacy, numeracy and health and wellbeing.</p> <p>Ensuring learning experiences are based on a strengths-based approach – building on what children and young people can do and not what they can't do or 'have missed'.</p> <p>Supporting transitions appropriately.</p> <p>Ensuring that there is a focus on development of the skills for learning life and work.</p> <p>Continuing to support the development of the use of technology, moving on from the developments of term 4 – 2019-2020. (supporting blended learning.)</p> <p>Ensuring opportunities are also provided for outdoor learning.</p>	<p>SLT/All staff</p>	<p>during the period of remote learning - to support initial assessment of learner progress.</p> <p>Use of engagement in learning evidence used during lockdown to support gathering of information on children's learning.</p> <p>Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners</p> <p>Collegiate planning to be supported to ensure moderation of planning for learning, teaching and assessment.</p> <p>Establish pupil/staff working groups to identify where we are and plan next steps for: Literacy Numeracy HWB DYW Digital Learning</p> <p>Planning for a variety of outdoor experiences to be evident in planning discussions with staff. Pupil engagement and wellbeing to be observed.</p>	<p>completed by ASL team - As a school look to streamline assess tools/approaches used more widely</p> <p>Working groups established; staff have worked with pupils on an initial audit of current practice.</p> <p>RCCT teacher providing regular outdoor sessions. Class teachers planning and delivering outdoor experiences across the curriculum.</p>
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 		<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p>		<p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p> <p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority 2 : To increase pupil engagement in learning</p>			<p>Data/evidence informing priority: Feedback from pupils, parents and staff, Making Thinking Visible work and ongoing QA activities</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>	
				<p>On Track</p>	
				<p>Behind Schedule</p>	
				<p>Not Achieved</p>	
<p>Review engagement in home learning during lockdown and consider barriers to re-engagement in the classroom.</p> <p>Identify Barriers</p> <ul style="list-style-type: none"> Identify barriers to engagement and plan support in response to this. Strengthen universal support in all classes through engagement in dialogue and CPD (Dyslexia, Autism, Nurture) Explore assessment and teaching approaches to ensure appropriate pace and challenge. <p>Refresh curriculum</p>		<p>All staff</p> <p>By October 2020</p> <p>All Staff (SLT review during tracking discussions)</p> <p>By March 2021</p> <p>January 2021</p>	<p>By October 2020</p> <p>By March 2021</p> <p>January 2021</p>	<p>Planning and discussion will centre around children's experiences with a focus on how to maximise engagement. Information from planning meetings, tracking meetings and learning visits will support this.</p> <p>Universal support evident in all classes. Toolkits being used appropriately to support individ needs. Children engaged and involved in their learning</p>	

<ul style="list-style-type: none"> Establish working groups and engage pupils in school improvement Consider what's working well to engage learners including use of digital technologies, play based approaches, creativity and outdoor spaces. Identified staff to support and lead others to embed good practice across all stages. Consider current approaches to teaching, including how challenge is provided and use this information to plan next steps with staff. <p>Learning Culture</p> <ul style="list-style-type: none"> Making Thinking Visible to be further developed and Thinking Routines to be embedded across all stages. Growth Mindset culture to be promoted to encourage pupils and staff to have a 'can do' attitude and persevere through challenges. <ul style="list-style-type: none"> Language of Growth mindset to be visible in classes and around school Growth mindset assemblies <p>Assessment and Moderation</p> <ul style="list-style-type: none"> Review assessment calendar and approaches to assessment. Consider what evidence informs assessment decisions and how this is used to plan next steps in learning. Moderate writing to create a sample folio of borderline and achievement at each level 	<p></p> <p>KM/EA</p> <p>FT/LC/EE</p> <p>SLT</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2020</p> <p>Nov 2020</p> <p>Ongoing</p> <p>May 2021</p>	<p>Discussion as part of planning and tracking meetings. Feedback from pupil sampling. Planning and Tracking meetings and learning visits including peer learning visits will support this. Evaluate pupil engagement – Leuven scale Working group feedback</p> <p>Children actively engaging in open questions and using thinking routines to explore and interpret the world around them – increased engagement and raised attainment</p> <p>Staff and children using Growth Mindset Language and demonstrating a Growth Mindset Attitude towards learning (particular focus on numeracy 2020/2021) - increased pupil engagement and raised attainment in numeracy</p> <p>Clear outline of approaches to assessment and shared understanding of standards including types of evidence to consider. Staff use this as part of moderation activities and planning discussions.</p> <p>Agreed understanding of achievement of a level - folio of evidence to support</p>	<p></p>
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p>		<p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p> <p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority 3: To support Social and emotional wellbeing for all at Elrick School</p>		<p>Data/evidence informing priority: observations, COVID-19, feedback from staff, communication from families</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track Behind Schedule Not Achieved</p>
<p>Use Place 2 Be Mentally Healthy School assessment tool to review current practice and develop a focused action plan.</p> <p>Introduce staff care, support and challenge meetings to promote positive wellbeing</p> <p>Staff to use the wellbeing indicators/Leuven Scale to assess children's emotional wellbeing and engagement.</p> <p>Appropriate support to be put in place for identified children as required.</p>	<p>FT</p> <p>SLT – all staff</p> <p>All Staff</p> <p>SLT/ASL</p>	<p>By Jan 2021</p> <p>Ongoing</p> <p>Term 3</p> <p>August 2020,</p>	<p>Key areas identified with staff, pupils and parents. Action plan in place to support mentally healthy school. Pupil sampling and feedback from staff and families will support this.</p> <p>Healthy workforce – reduced absences. Outcome of meetings – areas of support being met</p> <p>Planning and discussion will centre around children's experiences with a focus on how to maximise engagement. Information from planning meetings, tracking meetings and learning visits will support this.</p>	

<ul style="list-style-type: none"> • PSW • Emotion Works Resource • ASL <p>Refresh understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences</p> <p>Upper Stages to implement 'Connected and Compassionate Classroom' resource to support children:</p> <ul style="list-style-type: none"> • to understand that experiencing adversity and trauma can happen to anyone; • to understand the possible impact of adversity and trauma on their wellbeing; • to develop compassion, empathy and tolerance in their relationships with others; • to understand that they have the right to be protected and supported by the adults in their lives; • And to provide them with strategies and personal coping skills to help them deal with challenge and develop resilience. <p>Fully implement Promoting Positive Behaviour Policy, involving all stakeholders with a focus on:</p> <ul style="list-style-type: none"> • Visible Consistencies • Ready Respectful Safe • Recognition • Restorative Approaches - Parent information evening <p>Staff to undertake training to help promote positive behaviour and ensure pupils feel safe, valued and included at Elrick School.</p> <ul style="list-style-type: none"> • CALM theory • RESPECTME Anti-bullying training • Building Resilience 	<p>FT</p> <p>KM/EA</p> <p>All Staff</p> <p>SLT</p> <p>All staff</p>	<p>termly review</p> <p>By May 2021</p> <p>From Term 2</p> <p>Ongoing</p> <p>Term 3</p> <p>Nov/Dec</p>	<p>Discussions about concerns around learners' presentation will highlight staff understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences.</p> <p>Progress and impact will be reviewed through pupil sampling, feedback from families, ongoing check-in, feedback from staff, learning visits and observation.</p> <p>HGIOURS will be used to gather pupil views specifically around 'OUR RELATIONSHIPS'</p> <p>Shared understanding with all stakeholders around approaches to behaviour management</p> <p>Consistent approach to managing behaviour</p> <p>Increased understanding of bullying behaviour and its impact on the mental health and wellbeing of others</p>	<p>CALM training and Anti-bullying workshop attended by most staff (Dec '20) – this to feed directly in to review of policy and procedures T3 in collaboration with stakeholders</p>
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