

Elrick School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2020 – 2023

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.

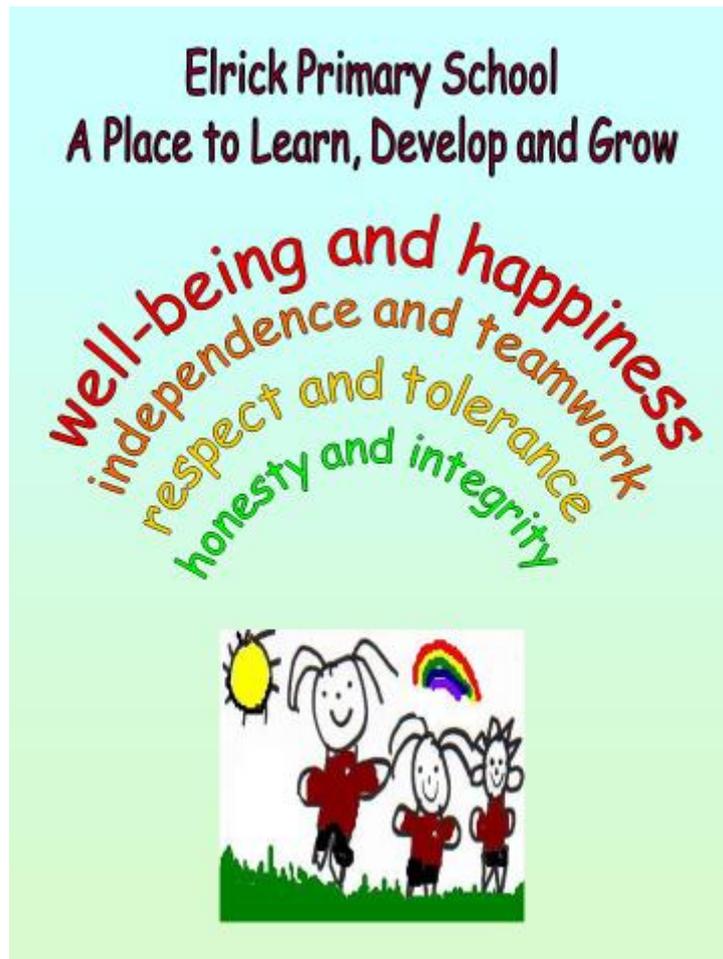
At Elrick we promote an ethos of inclusion, within which everyone is listened to, valued and encouraged to participate fully in the life and work of the school community. Collaborative working is a key feature of Elrick, among staff, pupils and parents. Many staff are trained in Co-operative learning 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 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
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'.	<ul style="list-style-type: none">- Staff engaged in 'Emotion Coaching' training to further support children in understanding and dealing with emotions- Outdoor learning opportunities planned as part of the curriculum to enhance learning experiences and engagement with the local environment- Staff working together with a shared vision, values and aims- Additional staffing to support the return to school- Increased use of technology to support learning and engagement- Focus on promoting positive health and wellbeing- Play based approaches developed in the Early Years to support positive social skills, early development and relationships- Risk Assessments reviewed and updated as per guidance and shared with all stakeholders through school website	<p>Activities focusing on emotions are much more widely used across all the classes and children and staff have an increased awareness of how children may be feeling and any support that may be appropriate. Children are confident to talk about their feelings and the feelings of others. They understand why people may feel a particular way in a given situation.</p> <p>Staff are using the outdoor environment much more as a tool to enhance teaching and learning and support positive health and wellbeing. Children are engaging positively, keen to explore the local environment and what it has to offer.</p> <p>Digital Literacy has been embedded across the school and nursery. Staff, pupils and families are able to connect using various platforms such as Teams, Seesaw, Marvellousme and email. Children are able</p>

		<p>to access and use a variety of software and APPS to support and complement their learning.</p> <p>Play based approaches continue to be embedded in the Early Years, although free flow play has been challenging with COVID restrictions. Staff continue to plan contexts for learning and play which stem from the children’s interests and capture their imagination.</p>
<p>To increase pupil engagement in learning.</p>	<ul style="list-style-type: none"> ➤ More outdoor learning taking place ➤ Increased use of technology ➤ All staff engaged with reading (Paul Dix) to ensure consistency in positive behaviour management. The following strategies were introduced: <ul style="list-style-type: none"> - Meet and Greet - Recognition Boards – Above and Beyond - Reward Time ➤ Staff trio engaging in ‘Growth Mindset’ project to support positive attitudes towards learning challenges ➤ One to one support offered to children when required ➤ New resources purchased to increase levels of engagement (reading materials, maths boxes, practical equipment, online subscriptions) ➤ Focus on assessment and moderation to enable staff to make informed decisions and plan appropriate support, challenge and differentiation for pupils ➤ All staff engaged in training for Making Thinking Visible which helped teachers to create a culture of thinking in our classrooms. 	<p>The ‘Meet and Greet’ approach has been a positive way for staff to welcome children into school and identify any concerns/barriers immediately. It has supported positive social skills as the staff model a friendly greeting and this is then reciprocated by the children. Observations of how pupils enter each morning helps staff monitor how they are feeling as they come in and offer support and intervention promptly.</p> <p>The use of ‘Recognition Boards’ has encouraged children to go above and beyond and provides instant recognition for their hard work, both academically and with regards behaviour.</p> <p>Daily Reward Time has encouraged increased engagement and focus from pupils and where there are any concerns these are addressed with individuals immediately.</p>

<p>To support social and emotional wellbeing</p>	<ul style="list-style-type: none"> ➤ Staff engaged in 'Emotion Coaching' training to further support children in understanding and dealing with emotions ➤ Staff have an awareness of the 6 principles of nurture and this supports their approaches with children ➤ As a school we have been revisiting our core values with a plan to adapt these to suit where we are now ➤ All staff have attended 'Respectme – Anti-bullying training' ➤ The new RSHP resource has been introduced to classes and we are planning a cluster approach in session 2021-22 ➤ Classes are using a variety of approaches to support emotional and social wellbeing such as mindfulness, play, cooperative learning and outdoors ➤ Restorative conversations are being embedded across the school to help pupil relationships ➤ Most staff engaged in CALM theory twilights to support de-escalation and positive behaviour management ➤ Positive playtimes were introduced to all children to encourage safe and fun interactions during unstructured play times ➤ Effective engagement with parents to identify needs and plan effective interventions 	<p>Staff display a high level of empathy and understanding towards children and individual needs and circumstances.</p> <p>When dealing with behaviour, staff do so sensitively, respectful that 'all behaviour is communication'.</p> <p>Children have a better understanding of values and what these looks like in our actions.</p> <p>Staff have a shared understanding of what bullying is and how we can support children who have been impacted by bullying behaviour. This needs to be rolled out with pupils and parents to promote a shared and agreed understanding around approaches used in school to tackle bullying behaviour.</p> <p>SLT have introduced positive playtime games to support staff and pupils. PSAs have been allocated zones outside and are encouraging children to engage in play activities and games.</p> <p>Communication with parents around individual wellbeing needs have been supportive and have enabled targeted planning and intervention. Multi-agency partners have been utilised as required and</p>
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	<ul style="list-style-type: none">➤ Positive relationships established with other agencies to ensure appropriate support for all our young people and families	there has been a strong focus on getting it right for every child.
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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 the impact is regularly evaluated and reviewed accordingly.
- 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. In recent years, pupils have benefitted from a focus on 'Making Thinking Visible' and play-based approaches in the Early Years. Children across all stages have been introduced to and are 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 agreement and collegiate hours.
- Staff feel empowered to try new initiatives and develop ideas.

What are you going to do now?

What are your improvement priorities in this area?

- Expectations regarding behaviour to be reviewed and discussed to support a consistent and agreed approach with staff, pupils and parents.
- Positive Relationships and Anti-bullying policy to be embedded and children to be active participants in the creation and roll out.
- Working parties to continue to support identified improvements for 2021-22 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 approached 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.
- School moderation has supported consistency in professional judgements and expectations within a level.

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.
- Encouraging children to be 'Leaders' of their own learning and take an active role.
- Continue to develop high level feedback through Making Thinking Visible.
- Further development of a learning, teaching and assessment policy which summarises the approaches, key resources and processes Elrick School uses across all the curricular areas
- Children's rights at the centre of all planning.
- 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: 5 VERY 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 and staff model this in their daily practise and routines.
- 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, picnic 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 working groups help ensure that all pupil voices are heard and help make decisions to improve the school

- Regular opportunities are planned for parents to find out about their children's 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.
- Individual support plans are in place for those who require targeted support and intervention. These are regularly reviewed in collaboration with pupils, parents and multi-agency partners.

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: 5 VERY 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 continues to be good with most pupils achieving the appropriate benchmarks and data showing increased attainment in Reading (P1 and P7), Writing (P1, P4, P7), Listening and Talking (P1 and P4) and Numeracy (P4 and P7) - see tables 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%

Attainment Data 2020/21 – Levels achieved

	P1 (%)	P4 (%)	P7 (%)
Reading	87%	80%	87.7%
Writing	83%	76.9%	87.7%
Listening and Talking	96.2%	86.2%	87.7%
Numeracy	83%	90.8%	89.5%

- 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, highland literacy assessments
- Formative assessments are used across all classes for 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?

- Further moderation around Listening and Talking to ensure a consistency in expectations within a level.
- 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.
- 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 and track progress.

PEF 2021-2022

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. Health and wellbeing has been identified as a priority this year, with a focus on supporting children's anxiety and emotional wellbeing.
Expenditure	Elrick was allocated £7,049 for session 2021-22. 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 the development of emotional literacy across the school.
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. Increased pupil engagement and achievement.
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 pupil engagement both socially and academically

Wider Achievements and Community Links During 2020/21

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)

P7 Activity Days

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

All classes participated in Health Week.

All classes have used Arnhall Moss as a learning environment and have engaged in regular outdoor learning experiences.

All classes contributed to supporting the local community by producing a Christmas Dance, writing letters/cards and drawing pictures which were shared with the elderly.

Football training and some matches were able to go ahead with appropriate COVID measures in place. Well done to all our footballers and a big thanks to all our volunteer coaches.

The Parent Council organised a number of virtual fundraising activities across the year and this supported the school with funding subscriptions to support online learning, new chrome books, outdoor equipment and classroom resources.

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 21/22

Priority 1 – Improved Attainment and Achievement

Priority 2 – Improved Health and Wellbeing

Priority 3 – Ensure learners develop the skills for learning, life and work

<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>Use previous years' forward plans, previous assessments, pupil reports, learning activities and tasks - including those carried out 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:</p> <ul style="list-style-type: none"> Literacy Numeracy HWB DYW Digital Learning <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>Baseline and follow up assess completed by ASL team -</p> <p>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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2020-21 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>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> <ul style="list-style-type: none"> Establish working groups and engage pupils in school improvement 				<p>All staff</p> <p>All Staff (SLT review during tracking discussions)</p>	<p>By October 2020</p> <p>By March 2021</p> <p>January 2021</p> <p>Ongoing</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> <p>Discussion as part of planning and tracking meetings.</p>	<p>Behind Schedule</p>	
<p>Focus on ethos and teaching approaches to maximise pupil engagement and child centred planning.</p> <p>Dyslexia training completed by staff. Individual support needs identified and appropriate support plans compiled.</p> <p>Some SLT observations using Leuven scale to evaluate pupil</p>								
<p>Not Achieved</p>								

<ul style="list-style-type: none"> 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. 		Ongoing	<p>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>engagement – due to COVID lockdown and restrictions this was not fully achieved. Peer learning visits were not possible. Working groups established and initial action plans created by pupils and staff.</p>
<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. 	KM/EA	Ongoing	<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>Thinking routines rolled out across lower stages and embedded in upper. Resources provided to staff to support development.</p>
<ul style="list-style-type: none"> Language of Growth mindset to be visible in classes and around school Growth mindset assemblies 	FT/LC/EE	June 2020	<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>Planned collegiate sessions to discuss and share good practise.</p>
<p>Assessment and Moderation</p> <ul style="list-style-type: none"> Review assessment calendar and approaches to assessment. 	SLT	Nov 2020		<p>Growth Mindset projects implemented in P1 and P6 and impact evaluated. This is to be further developed in session 21-22 to ensure consistency in language used throughout school community.</p>
<ul style="list-style-type: none"> Consider what evidence informs assessment decisions and how this is used to plan next steps in learning. 	All staff	Ongoing	<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>	
<ul style="list-style-type: none"> Moderate writing to create a sample folio of borderline and achievement at each level 	All staff	May 2021	<p>Agreed understanding of achievement of a level - folio of evidence to support</p>	<p>Moderation of writing undertaken and agreed understanding of expectations around levels. Folios of evidence still to be created.</p>

2020-21 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> <p>1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.</p>	
<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>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
<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> <ul style="list-style-type: none"> PSW Emotion Works Resource 	<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, termly review</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>	<p>Mentally Healthy School assessment tool completed by SLT and decision to work towards Wellbeing Award for Schools in session 21/22.</p> <p>Unable to implement staff care, support and challenge meetings due to COVID restrictions, absences and workload. Positive staff ethos evident in behaviours of staff</p>	

<ul style="list-style-type: none"> 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>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>and culture of support. Huge focus of discussion on wellbeing of children and how to target support effectively. Multi-agency support accessed as appropriate.</p> <p>Staff have clear understanding of family circumstances and nurturing principles.</p> <p>Progress and impact has been challenging to track due to disruptive year.</p> <p>Upper stages classes have identified 'Relationships' in school as strong. Almost all children feel safe and feel that they can trust staff. They feel listened to and valued.</p> <p>Staff demonstrate consistency in promoting positive behaviour, implementing agreed approaches. 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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<p>An outdoor learning policy will be created collaboratively with stakeholders to develop a whole school approach to the implementation of outdoor learning based on a shared understanding of the associated benefits for health, wellbeing, attainment and achievement. Develop cost effective and sustainable approaches to embedding outdoor learning and play based approaches into our curriculum.</p>	JS/MY		ECO/Outdoor Learning evident across school	
<p>Introduce Second Level Play/DYW skills day Re-establish activity/clan time to incorporate skills based learning and play (risky/exploratory, imaginative, collaborative).</p>	JA	By July 2022	Observation – positive interactions, effective social skills, good relationships, increased engagement Are children able to transfer these skills during unstructured times?	
<p>Individual staff to complete Growth Mindset Project with Northern Alliance and share the language and approach with all stakeholders to promote an ethos of challenge and support, encouraging young people to learn from their mistakes and support one another to extend their learning further. Establish Pupil Ambassadors to model to other classes and share at assembly and with wider community (Seesaw/curricular evening).</p>	Lauren Fiona T Erica	Nov-May	Survey before/during/after set time Evaluations Whole school/class tracker Health group Evidence of shared language and approach across the school	
<p>Universal Support to be strengthened in the classroom Enhance the School Review and Referral approach;</p>	SLT	By Dec 2021	Whole school/class trackers/20-40-20 tracker GIRFEC referrals	
<p>Strengthen universal approaches likely to improve the engagement and achievement of all learners including those who require additional support;</p>	Staff	By July 2022	Engagement in CLPL – dyslexia/autism/sensory processing	
<p>Engage with Education Scotland’s CIRCLE resource as a framework to support inclusive learning and collaborative working.</p>		By Dec 2022	Consultation with ASL	

<p>Assessment and Moderation Engaging in moderation activities at stage, school and cluster level through making effective use of a range of data to develop a shared understanding of standards to make confident professional judgements about how well the children are leaning and progressing</p>	<p>Staff SLT</p>	<p>By March 2022 (school) Cluster – 2022/23</p>	<p>Staff confidence around professional judgements – particular focus on listening/talking (21/22) Evidence from moderation activities Analysis of data – including SNSA/Highland Literacy Planning for assessment- Shared and continued assessment processes Portfolios of evidence Shared understanding of expectations of achievement and how this links to curricular resources (eg reading bands etc) SLT tracking meeting – updated tracker moderated across stages</p>	
<p>Literacy Development Emergent Literacy embedded from Nursery – P2 Develop the Emerging Literacy Programme across Nursery to Primary 2. Emerging literacy phonological assessments to be completed for all Primary One children. Order and pace of sounds established at departmental level. Moderation to ensure consistency within literacy planning in early years. Extend trackers into Primary 2 in order to ensure continuity and progression and support planning. Developmental overviews to be introduced into the nursery and consider how these principles can be built upon throughout the school.</p>	<p>Nursery P1 and P2 staff (CN)</p>	<p>By Dec 2022</p>	<p>Literacy assessments Increased literacy attainment in P2 P1 curriculum tailored to the cohort in response to developmental overview</p>	
<p>Talk for Writing Talk for Writing approach to be introduced across stages. Staff to engage in relevant reading and share approach/ideas/practise with colleagues.</p>	<p>SH/MY</p>	<p>By July 2022</p>	<p>Increased pupil engagement in writing – higher attainment in listening/talking and writing</p>	
<p>Increased opportunities for Family Learning Develop opportunities of family learning within early level which encourages family members to learn together as and within a family, with a focus on intergenerational learning which enable parents to support and engage with their child’s learning. Use Read, Write Count, Book Bags and Emergent Literacy as contexts. Develop and deliver stage appropriate guidance on family learning using digital platforms in</p>	<p>SLT/ Nursery/ P1 staff Families</p>	<p>By July 2022</p>	<p>Engagement in family events/workshops Feedback from families Engagement through Seesaw – weekly focus</p>	

collaboration with families to ensure relevance. Link family learning to school improvement priorities such as wellbeing, Growth Mindset, skills-based learning and rights of the child.

Introduce Reading Club

Open days/sharing learning events

Family Workshops

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2021/22 Action plan 2

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<p>Priority 2 : Improved Health and Wellbeing</p>			<p>Data/evidence informing priority:</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>Revised Vision, Values and Aims Consult with all stakeholders to review the V,V & A for Elrick School and Nursery to ensure a shared and consistent vision relevant to the current climate and conducive to promoting a positive ethos and culture. Create a visual display. Regular input through Assemblies, work in class, CLAN rewards</p> <p>Wellbeing Award for Schools Work towards developing a shared understanding of wellbeing indicators across the school community.</p>		<p>All</p>	<p>By Dec 2021 (ongoing)</p>	<p>All stakeholders know, understand, and can talk about the Vision, Values and Aims</p> <p>V,V & A are evident in the daily life of the school and visible throughout the school and nursery.</p>	
		<p>JA</p>	<p>By Oct 2022</p>	<p>Surveys Engagement in activities</p>	

<p>Ensuring that the Wellbeing indicators and UNCRC are evident in planning and a whole school focus through assemblies. Engage with parents and wider community to ensure the whole learning community understands wellbeing, children’s rights and resilience. Regular focus on Children’s Rights through class inputs and themed weeks which are well planned and progressive with opportunities to explore diversity and equality.</p> <p>Strengthen Inclusive Practise and Positive Relationships Empower staff to support children to gain skills in consciously regulating their actions, leading to increased control and problem-solving abilities through embedding restorative approaches and emotion coaching. Zones of Regulation and Emotional Literacy to be delivered by the NCCT across all stages. Introduce universal supports to encourage children to talk about and regulate emotions through the introduction of aids such as calm corners/worry trees/Restorative Circles. Review approaches to promoting positive relationships. Develop a consistency of approach based on shared values and shared rules.</p>	<p>EE/FT/All stakeholders</p> <p>All Staff</p> <p>AS/JB/JS</p> <p>FT/PSAs</p> <p>MO’G/EC</p>	<p>By Oct 2022</p>	<p>Award outcome</p> <p>Parent stakeholder group can feedback to parent council</p> <p>Children using calm corners and worry trees</p> <p>Conflict resolution/restorative practices in place and children engaging in them effectively</p> <p>Staff confident in approaches and using them to support positive behaviour management and promote positive relationships</p>	
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2021/22 Action plan 3

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<p>Priority 3 : Ensuring Learners develop the skills for Learning, Life and Work</p>			<p>Data/evidence informing priority:</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
<p>Refreshed Curriculum Design – 4 contexts Refresh the curriculum design with a clear focus on skills development. Ensure all pupils have opportunities to develop the skills and qualities needed for learning, life and work through a Life Skills programme which is underpinned by family learning principles. Make it very explicit how the skills being taught apply to the real world. Engage with all stakeholders, local businesses, and community links to plan this intervention to ensure relevance. Embed specific opportunities in curriculum such as refreshed approach to Enterprise to develop</p>	<p>SLT Staff Parents Community</p>	<p>By August 2022</p>	<p>Community links Life skills programme Engage with skills for learning, life and work in planning stages - planning should contain evidence of UNCRC/DYW/Benchmarks/Assessment/Creative Learning Diverse range of learning opportunities available, including outdoor and play Evidence from enterprise projects Meaningful and relevant links with local businesses</p>		

<p>relevant skills for learning, life and work. This will form part of the curriculum map which will have skills and qualities for learning, life and work at the centre. Engage with parents about the importance of skill development and how we can support this collaboratively.</p> <p>Audit pupil leadership opportunities across the school but in particular at second level. Link specifically to the entitlements and expectations as set out in the Career Education Standards and ensure a strong focus on the skills needed in the world of work. Explore John Muir Award.</p> <p>Digital Literacy embedded at all levels and a central part of the Life Skills programme.</p> <p>HGIOurS used to increase Pupil Voice in self-evaluation Theme 1 – Our Relationships Theme 2 – Our Learning and Teaching Develop opportunities for pupil participation which enable all children to have a say in matters which affect them. Establish a Rights Respecting Award Committee and an Eco Committee and identify action. Conduct audits, agree action plans, undertake developments and apply for awards if appropriate. Establish a pupil group who support the school to self-evaluate for self-improvement by planning, conducting and reporting on evidence gathering activities - to ensure that pupil participation is a strong feature in our approach to self-evaluation and continuous improvement.</p> <p>Leading Parental Partnership Award - Evaluation to be completed and action plan devised to support collaborative working with parents and wider community</p>	<p>SLT P5-7 staff/pu pils</p> <p>Staff Digital Leaders</p> <p>SLT/ Staff/pu pils EE/JS/ MY</p> <p>FT/Steer ing Group</p>	<p>By March 2022</p> <p>By July 2022</p> <p>By March 2022 (ongoing) By July 2022 (ongoing)</p> <p>By Oct 2022</p>	<p>Audit results Clan chiefs/Digital Leaders/Pupil Council/ECO committee/Choir/Buddies/Lunchtime volunteers – evidence of participation</p> <p>Assessment of digital skills Digital Leader/iPad Influencers – evidence</p> <p>Theme 1 feedback</p> <p>Theme 2 feedback</p> <p>Result of audits Evidence of Pupil Voice/Parent engagement ‘You said, We Did’ display Award outcomes Action plans and outcomes</p> <p>Award outcome Evidence of increased engagement</p>	
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