

**Elrick School**

**Standards & Quality Report**

**2021 - 2022**

**&**

**School Improvement Planning**

**2022 – 2023**

# School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for the current session 2022 -2023. 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.



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 for August 2022 is 428 pupils from Nursery – Primary 7.

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. All pupils from Nursery – P5 are entitled to free school lunches and the school uses an on-line payment system for payment of lunches.

At Elrick we promote an ethos of inclusion, within which everyone is listened to, valued and encouraged to participate fully in the life and work of the school community. Collaborative working is a key feature of Elrick, among staff, pupils and parents. Many staff are trained in Co-operative learning and therefore this approach, which has its foundation in developing life skills while learning with and from others, is implemented by staff. The development of learning progressions both knowledge and skills, supports learners to develop the skills which they need both now and in the future.

We hope that Elrick School is a happy 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:

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Description automatically generated‘A happy place to learn, develop and grow.’

Through working in partnership with parents and the local community we hope to create an ethos which ensures a ***KIND, RESPECTFUL AND SAFE*** environment. We do our best to nurture every child to reach their full potential, supporting them to have the skills and confidence to embrace the world in which we live and become:

**Responsible Citizens**

Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world

Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others (UN Convention on the Rights of the Child)

**Effective Contributors**

Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings including digital platforms

Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively (Article 12, UNCRC)

**Successful Learners**

Providing quality learning experiences which inspire and motivate our young people to be the best they can

Encouraging all to reach their full potential through stimulating and independent learning (Article 28, UNCRC)

**Confident Individuals**

Providing a safe, secure and supportive environment where children feel confident to tackle new challenges

Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem, resilience and wellbeing (Article 29, UNCRA picture containing text, sign

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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 have worked with 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 and as we recover from Covid we hope to rebuild and develop these relationships further.

# 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 2021-2022.

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| **2021/2022 Key Priority 1 - Improved Health and wellbeing** | |
| **Key actions undertaken** | **Impact (achieved throughout 2020-2021)** |
| * Staff continue to implement an ‘Emotion Coaching’ approach to support children in understanding and dealing with emotions. Information around this has also been shared with parents through child’s planning meetings and the school website. * We continue to incorporate the Outdoor environment when planning learning opportunities. Activities are planned to enhance pupil engagement across curricular areas and develop problem solving and teamwork skills * We have worked with stakeholders to establish a shared vision, values and aims. Our values underpin everything that we do and are visible throughout the school. * Restorative approaches are being used more consistently by staff to support children when dealing with incidents that could be relationship damaging and to try and prevent them from happening. These discussions are centred around our core values – kind, respectful and safe * Emotional Literacy and Zones of Regulation have been introduced from Nursery-P7 to support social, emotional and behavioural development (SEBD) * Neurodiversity Week – focus on raising awareness of different Neurological conditions and the strengths and challenges linked to these * P7 have trialled the Education Scotland Resource ‘Compassionate and Connected Classroom’. This resource aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences. * Digital Literacy has been embedded across the school and nursery. Our Digital Leaders and iPad Influencers have been trained in various software and are developing their leadership skills by sharing their knowledge with others * Play based approaches developed in the Early Years to support positive social skills, early development, and relationships. P2 staff have been involved in the implementation of ‘Play Projects’ within CfE First level and have been gathering data to show the impact on child development and learning * Nursery staff have engaged in training and workshops focusing on Positive Mindset, Health and Wellbeing and Reducing Stress * Nursery/SLT have completed CALMS Physical intervention and small holds training * Trauma Informed Practice has been introduced to key adults in the school and nursery * A variety of approaches have been developed to support social and emotional wellbeing, including school Guinea Pigs, targeted nurture groups, outdoor learning, nature nurture practitioner, Intervention and Prevention teacher and Pupil Support worker * Pupil Groups have been re-established and children are taking increased responsibility for organising activities and experiences | Activities focusing on emotions are 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. There is consistent language used across all stages.  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.  Consistent language and concise wording have helped to focus discussion with all ages. Children and families know what our expectations are, and this is consistent with our Positive Relationships and Anti-Bullying policy.  Restorative conversations are more consistently used, and some children are showing greater responsibility when considering their role in a disagreement. Children are becoming more aware of other perspectives.  Introducing a consistency in language and approach being used to support children’s SEBD. Regular discussion and increased visual aids (P3 bar graphs) present throughout the school and nursery to encourage children to talk about and reflect on ‘How they are feeling?’  Increased dialogue from children around their condition and sharing how they feel and what they find tricky. Children have a better understanding of the needs of others.  Increased awareness of the impact of behaviour on others and how others may be feeling. Strategies introduced to help them cope with challenge and develop resilience.  Staff, pupils, and families can connect using various platforms such as Teams, Seesaw, and email. Children can access and use a variety of software and APPS to support and complement their learning.  Increased engagement from children, particularly of those who can find it hard to remain focused. Children developing social communication skills, collaborating with peers to make decisions. Many First Level Experiences and Outcomes being covered with the children leading their own learning.  Nursery Team are very settled and regular check-ins with staff have been incorporated into their routine and practice.  When required staff can physically support children safely  Increasing awareness of how to support children dealing with trauma. Plans to develop this further in session 22/23  Children have access to a wide range of support to help meet their needs in a timely and appropriate manner. Interventions can be short and focused or over a longer timescale. Children are more involved in identifying what they need and when they need it.  Children have an increased voice at Elrick School and more opportunities to share their interests and experience with others. Older children have taken responsibility for younger pupils. Children have increased leadership opportunities, developing their confidence and self-esteem. |
| **2021/2022 Key Priority 2 - Improved Attainment and Achievement** | |
| * Outdoor learning is being used more consistently across N- P7 and children across stages are working together * Increased use of technology as a tool to support and develop learning. Digital Leaders rolling out training to classes. * In-service with Nursery – P7 staff to develop a revised ‘Curriculum Rationale’ for Elrick School and Nursery * Development of play-based learning * ‘Growth Mindset’ project implemented to support positive attitudes towards learning challenges. Language of Growth Mindset visible across school and shared in assembly. * Universal support strengthened in classroom practices with class teachers accessing relevant training and CLPL opportunities to ensure effective delivery and support * Daily Grammar resource * Focus on assessment and moderation – grids issued to encourage consistent approach in assessing and tracking individual progress * Talk for Writing approach being introduced in key stages and planned collegiate time to share with all class teachers * Nursery Growing and learning Tree introduced * Wider achievement tracker introduced to staff * All staff continue to engage with Making Thinking Visible and the introduction of a school wide calendar to enable tracking and moderation of routines used across stages * Re-introduction of Pupil Groups (ECO, Pupil Council, Digital Leaders, Health) | Improved links across Early Level (N-P1) with collaborative planning and sharing of good practice  Children have access to devices to support their learning and are aware of software such as Read Write and Claro PDF as tools to support their literacy progress.  Digital Leaders and ipad influencers have been trained in various apps and software to promote pupil engagement and enjoyment of learning. This is to be rolled out to all classes in session 22/23.  This enhanced collaborative working across nursery and school and encouraged a shared understanding of what learning, and teaching looks like at Elrick School and Nursery. A working group has been established to pull the information together to share with the wider school community in session 22/23.  Play based pedagogy continues to be a focus in the Early Years and there has been continuity from N-P1. Staff have worked together to explore planning and assessment through play and the learning environment in P1 is similar to that experienced in nursery. Staff have observed increased pupil-led learning, engagement and opportunities for success for all. Next session we plan to continue to develop N/P1 as Early Level.  We also plan to explore play and skills-based learning in First and Second Level  Language of growth mindset is evident across the school and being used in many classes. Further development planned with staff during session 22/23 and parent workshops/leaflets to be developed as a reminder of this approach to encourage a positive attitude and mindset to learning and challenges  Child’s planning procedures are more robust and greater involvement from child and parents in the process. GIRFEC referrals implemented for class teachers and reviewed at regular points in the year alongside our tracking periods. Dyslexia approaches widely used across the school and the toolkit used to gather evidence to inform identification of Dyslexia. Consistency in assessment across the cluster.  Framework to support grammar progression – to be reviewed 22/23  RAG sheets introduced as a consistent tool for tracking progress – evidence showing progression in all curricular areas  Huge impact on children’s engagement and enjoyment of writing. Greater progress evident in classes using this approach in both writing and listening and talking. Children more involved in Storytelling.  Better nursery-home links to share wider achievements  Wider achievements shared through seesaw and staff aware of the importance of tracking these and identifying children where gaps are evident. Explore how we can target this next session and encourage opportunities for wider achievement for all.  Consistent use of MTV routines across stages, sharing of good practice and ideas.  Increased opportunities for pupil voice and pupil leadership, developing leadership skills and confidence |
| **2021/2022 Key Priority 3 - Ensuring learners develop the skills required for learning, life and work** | |
| * Refreshed curriculum design with greater focus on skills development * Increased pupil leadership opportunities – ECO, Pupil Council, Health, Digital Leaders * Re-establishment of clubs such as Glee, Choir, Active School Activities * Pupil Led Lunchtime Clubs * Cooking workshops * P1 Café Service * Enterprise activities – P7 Cookbook  - P3 Colour Run * School Pets – Caring for Guinea Pigs      * Role Play of real-life businesses/services * Visit from firefighter * School performances – P3 show/P7 show * P2 Play Projects      * Buddies across Nursery/P1/P2/P6/P7 * Nursery woodwork and gardening | Shared understanding of what we want teaching and learning to look like at Elrick. Identified next steps for improvement.  Greater pupil voice with increased roles and responsibilities  Positive impact on school ethos. Greater inclusion of pupils. Older pupils supporting younger pupils and leading activities linked to interests and hobbies.  Development of skills evident including:   * Delegation * Organisation * Time management * Cooperative working * Resilience * Budgeting * Increased confidence   Increased responsibility, caring for animal - nurture, feeding, cleaning and handling  Building vocabulary and knowledge Child-led learning  Increased awareness of people who help us and key roles in the community  Performance skills  Teamwork  Holistic child-led approach encouraged  Improvement in listening and talking, independence and teamwork  Greater opportunities for taking responsibility - encouraging positive self-esteem and confidence  Links to other curricular areas Developing practical skills, fine/gross motor development |

# How good is our leadership and approach to improvement?

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| **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 supported 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 these 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 result in a positive outcome.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  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 centred on our school Vision, Values and Aims. * 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 staff 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 actively encouraged and supported to try new initiatives and share good practices. * 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. * Children are encouraged to have a voice in what happens at Elrick School and are encouraged to be part of change opportunities * 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. |
| **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. * Recent feedback from parents rated Elrick as 4 out of 5 in relation to the work done this year to encourage pupil leadership opportunities. * Staff are committed to change which results in positive outcomes for learners, trying new approaches and evaluating and improving as required. In session 2021-22, staff have trialled flexible seating arrangements, play projects, talk for writing and targeted nurture groups. Together these approaches and interventions have been reviewed and amended to best meet the changing needs of our young people. * 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 need further review and discussion to ensure 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. * School values to be recognised and celebrated through clan system and class trophies * Greater focus on supporting learners succeed through quality feedback. * Working parties to continue to support identified improvements for 2022-23 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 to plan meaningful and relevant next steps for learners. |

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

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| **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](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) 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 practice. Staff regularly share good practice 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. Evidence is linked to 20% tracker. * 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 support for those with most need and identify where more challenge is appropriate * 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. * Children have acknowledge their own growth and progress this session and parental feedback has rated the school as 4 out of 5 in relation to the work done this year to offer both support and challenge to our young people. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Continue to develop 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. * 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. * Continued focus on school values * Literacy approaches to be further developed as a whole school approach (Also a Westhill cluster priority) incorporating ‘Talk for Writing’ and ‘Talk for Reading’ * Greater opportunities for children to engage in problem solving and word problems – encouraging children to use higher order thinking skills * Further opportunities to engage in moderation practices both in school and with schools within the cluster to develop a shared understanding of standards and what a level looks like. Working groups to be established with cluster colleagues to look at literacy, numeracy and HWB. * Increase pupil involvement/confidence in using Seesaw to share, review and track their learning. Children to be encouraged to articulate their progress and identify next steps. * Whole school, consistent approach in how Seesaw is used to track pupil’s progress and share the learning journey. 85% of parents feel that Seesaw has been an effective platform for sharing learning, but comments have highlighted an inconsistency in its use across classes. * Further develop outdoor opportunities and look at how these are planned for across the curriculum to ensure high-quality, progressive learning experiences for all children. Use additional funding to support the development of outdoor learning. * Create further opportunities for pupils within the school to develop their skills for learning, life and work through planned skills afternoons. Encourage parents and wider community to share skills by supporting in school * 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. * Support pupils to use peer assessment approaches effectively * Analysis of SNSA data at P1 and P4 as well as P7 |

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

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| **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](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) 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. * Wellbeing and rights are central to all that we do and regularly shared with the wider community through our school website, links to agencies and services and planned focus weeks. * The school has implemented a new GIRFEC referral process to highlight any SEBD or academic barriers as well as any children who require additional challenge * Older pupils have been timetabled as buddies to provide additional support to children with barriers to learning, this has been particularly successful with our EAL pupils * School Guinea Pigs help support children’s emotional regulation and develop their emotional literacy. * Staff engage regularly with families where targeted support is required and access other supports and services as required (eg. Foodbanks, CAMHS, NHS. EPS, Counselling services, SensationALL, Therapet, Outdoor Learning) * The whole school has the same expectations for behaviour and staff model this in their daily practice and routines. Expectations have been shared with the wider community through our work around our values, relationships and restorative practice. * 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. Staff confidence in universal supports has increased and strategies are being implemented more readily across the school. * 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 including EPS, SALT, OT, Health, SW, Nature Nurture Practitioner, IPT, PSW and CLD. * Through a structured and organised health and well-being programme, pupils are aware of equalities and discrimination. Focus weeks are incorporated into the school calendar to promote Neurodiversity. Classes explore diversity through the RSHP health and wellbeing programme and through RME. * Each class agrees a class charter, linked to the wellbeing indicators and the United Nations Convention on the Rights of the Child. These are shared with the wider community through open events and communication. * Teaching staff use Aberdeenshire’s staged intervention process to support learners across the school * Our pupil 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 childs’ learning, share experiences and meet staff * Restorative conversations are used to support the pupils resolve situations as part of our school positive relationships policy |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * **Feedback from children using ‘How good is OUR School? – Our Relationships’ highlighted that 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. 80% of parents agreed that the school supports their child’s emotional wellbeing and offers the help needed for them to do well.** * **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 by all stakeholders in supporting conflict resolution.** * **Individual support plans are in place for those who require targeted support, challenge and intervention. These are regularly reviewed in collaboration with pupils, parents and multi-agency partners.** * **Children know and use the safe spaces around the school to support them when feeling dysregulated (eg, the guinea pigs, courtyard, workshop, library and individual station in class)** * **Children regularly seek out the HT/SLT for pastoral support/guidance** |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Further engage children across all stages in self-evaluation using ‘HGIOURS?’ to ascertain their views 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. Building Confidence and Resilience workshops to be run by Aberdeen University for our upper stage classes * Further training in use of Zones of Regulation and well-being indicators, helping children to identify where they are in relation to these * Continue to build understanding of the impact of 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. * Staff audit of training needs to be reviewed and next steps identified * Glasgow motivation and wellbeing profile to be used to track and analyse mental wellbeing of pupils * Single Service and multi-agency Action Plans to be created in consultation with families to ensure adequate support in place to meet individual needs * Engage with families to promote a greater understanding of how we support all learners through universal and targeted approaches – open evenings timetabled for session 22/23 * Staff to incorporate restorative circles into their weekly routine and use this as a forum for embedding values * CIRCLES resource to be explored with EPS and cluster colleagues * School values to be embedded across the school and central to expectations and recognition * Outdoor learning to be embedded in to teaching and learning across all stages with the employment of our Outdoor Learning teacher. |

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| **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. Data shows a slight decrease from previous years which will need to be analysed further and appropriate interventions discussed.   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% |   Attainment Data 2021/22 – Levels achieved   |  |  |  |  | | --- | --- | --- | --- | |  | P1 (%) | P4 (%) | P7 (%) | | Reading | 78% | 75% | 85% | | Writing | 78% | 64% | 83% | | Listening and Talking | 90% | 90% | 90% | | Numeracy | 83% | 81% | 87% |  * 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 * A Growth mindset approach is used to encourage children to challenge themselves in their learning and almost all classes provide mild, hot, spicy activities to allow pupil choice. Staff monitor this and provide support and encouragement as appropriate. * Older pupils have been timetabled as buddies to provide additional support to children with barriers to learning, this has been particularly successful with our EAL pupils * GIRFEC referrals introduced to highlight where targeted support or challenge is required. * The PT has a focus on challenge groups and has been working effectively to assess, plan and implement learning activities to further stretch our most able children * Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. * Children are given opportunities to develop a wide range of skills and attributes through participation in various experiences, activities and clubs. Their interests and needs are listened to, and staff plan accordingly (eg., Glee, Maths club, Bookbug, ECO, Digital Leaders, Coding, Drama, Outdoor Learning, Chess, History etc) * Attendance levels are very high and children want to engage in learning. * Children are involved in a wide variety of clubs and activities out with school and these are encouraged and celebrated through our school newsletters and social media. |
| **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 * Attendance monitoring * Feedback from parents/pupils |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Further moderation of literacy, numeracy and HWB 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 * Talk for Writing to be rolled out across all stages to promote engagement and attainment in writing, particularly in middle stages. * 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. * Explore manageable ways to track progress across all curricular areas * Revise bundles to ensure meaningful and appropriate, inline with revised curriculum rationale and design * Revise school progressions using benchmarks * 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. * Implement training for new volunteers to ensure effective support in place |

# PEF 2022-2023

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| **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 have been identified as a priority this year, with a focus on supporting children’s anxiety and emotional wellbeing. |
| **Expenditure** | Elrick was allocated £9,800 for session 2022-23. Staff and parent feedback showed additional PSA hours to be the preferred option to enable a continued focus on:   * supporting children to develop strategies and techniques which will support their resilience and positive mental health both in the classroom and playground environment. * supporting 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** | * 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 2021/22**

***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 Residential

Class trips and activities

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 with parents joining us for Sports Day.

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 writing letters/cards and drawing pictures which were shared with the elderly.

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

P3 pupils performed their show Pirates V Mermaids to pupils, parents and families

P7 performed ‘The Jungle Book’ in front of pupils, parents and families

We welcomed P7 parents to our P7 Prize Giving ceremony

We were delighted to celebrate our Nursery Graduation with families attending

The Parent Council organised a number of fundraising activities across the year, and this supported the school with a variety of resources to support learning and engage young people.

Pupils had great fun celebrating our 40th Anniversary with a visit from spiderman, 80s disco, Family Quiz and birthday cake – a huge thanks to our Parent Council who organised this!

# 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 22/23**

**Priority 1 – Consistency in high quality and meaningful Learning, Teaching and Assessment**

**Priority 2 – Improved Partnerships**

**Priority 3 – To develop a whole school approach to support mental health and wellbeing**

# 2022-23 Action Plan 1

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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 | | | | **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | |
| * 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.   **Key drivers of improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance Information |
| **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| **Priority 1 : Consistency in high quality and meaningful Learning, Teaching and Assessment** | | | **Data/evidence informing priority: staff feedback highlights need for further work around assessment and moderation. Stakeholder feedback agree inconsistencies in how learning is being tracked and shared across stages.** | | | |
| **Key actions** | **By whom** | **When?** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Refreshed curriculum rationale to be rolled out across Nursery – P7 and shared with all stakeholders * Consider what’s working well to engage learners and plan in response to this ensuring a consistent offer to all pupils.   Key approaches include:   * Use of digital technologies * Creativity and opportunities to use outdoor spaces as part of learning * Making Thinking Visible * Skills framework * Develop the use of play and open-ended learning opportunities across the school. * Staff collegiate to explore ‘Play Projects’ * CLPL – Greg Bottrill resources * Development of a learning, teaching and assessment policy which summarises the approaches, key resources and processes Elrick School uses across all the curricular areas * Review assessment calendar and approaches to assessment. Consider what evidence informs assessment decisions and how this is used to plan next steps in learning. * Literacy approaches to be further developed as a whole school approach incorporating ‘Talk for Writing’ * Further engage with QAMSO work to ensure a shared understanding of standards and expectations      * Cluster working groups to be established with focus on learning, teaching and assessment in Literacy, Numeracy and HWB. * Seesaw Ambassadors to support consistent use of Seesaw as a tool to track progress and share learning * Re-establish activity/clan time to incorporate skills-based learning and play (risky/exploratory, imaginative, collaborative). Encourage community participation. * Ensure all stakeholders are aware of the incorporation of UNCRC into Scots law and the implications of this for daily practice and policy/process. * To successfully embed the values and knowledge of global citizenship and sustainability into daily teaching activities by incorporating the global goals in planning | JS/ME/EAJM/CN  Digital Leaders  EA  JA/FT  WC/CN  SLT  FT/staff  SH/MY  FT/  cluster  Cluster staff  LR/EE  JA/FT  FT/EE  ECO group | Oct 22  Aug 2022 – ongoing review/dev 22/23  Term 1/2  Dec 2022  Sep 2022  Feb 2023  July 2023  July 2023  Aug 2022 – ongoing review  Sep 2022  Dec 2022  Sep 2022- ongoing review | | Stakeholder feedback will be gathered and used to evaluate and amend appropriately  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.  A consistent approach to developing play observed in all stages with ‘Play Projects’ incorporated into weekly timetable.  Data showing increased attainment in Listening and Talking. Pupil engagement observed to monitor impact (Leuven Scale/observations/behaviour)  Consistent approaches implemented across stages. Stakeholders familiar with key resources and approaches being used.  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.  Increased pupil engagement in writing – higher attainment in listening/talking and writing  Analysis of data – including SNSA/Highland Literacy  Greater consistency in professional judgements across the Westhill cluster  Evidence from moderation activities  Consistency in L, T and A approaches across Westhill cluster schools and sharing of good practice amongst colleagues  Moderation and review of how seesaw is used to track and share progress and engage families. Feedback from stakeholders to show greater consistency from N-P7  Greater focus on skills development and pupil-led learning. Greater engagement observed from pupils.  Children’s rights and the respect for the rights of others are at the forefront of planning at school/classroom level. Pupil feedback evidence greater pupil voice in decisions which affect them.  Global goals are evident in planning and practice. | |  |

# 2022-23 Action Plan 2

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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 | | | | **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | |
| * 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.   **Key drivers of improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance Information |
| **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| **Priority 2 : Improved Partnerships** | | | **Data/evidence informing priority: Stakeholder feedback** | | | |
| **Key actions** | **By whom** | **When?** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Plan family engagement events using feedback from parental questionnaire to ensure needs and interest are considered. These should include: * Sharing the learning events * Family workshops (Literacy, Skills Development, Growth Mindset, Health and Wellbeing, Digital Literacy) * Reading Together * Volunteers – encourage parent/community volunteers and provide appropriate training to ensure shared understanding of expectations and goals * Rebuild and strengthen partnerships with local businesses and community groups. * Explore opportunities for pupils to be involved in community projects. * Re-establish relationships with cluster schools through sharing of good practice and cluster moderation activities. * Improved use of Seesaw to engage families with learning * Wider Achievements to be shared and celebrated consistently across school, home and community partners | FT/LPPA steering group  SLT/admin  JA/Staff  Staff  FT – Staff  LR/EE – staff  FT/JA | Sep 2022 – ongoing review and dev  Aug 2022 – ongoing  Aug 2022- ongoing  Ongoing  Aug 2022- ongoing  Aug 2022- ongoing  Aug 2022- ongoing | | Engagement in family events/workshops  Feedback from families  Increased volunteers in school – higher level of engagement with families and wider community evident  Evaluations and feedback from training sessions  Planned visits from and to local businesses and services – feedback from these  Feedback from pupils and members of the local community  Cluster feedback and evaluations  Evidence of shared understanding  Engagement through Seesaw – weekly focus  Wider Achievement tracker | |  |

# 2022-23 Action Plan 3

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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 | | | | **Specific to HGIOS 4**  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  **Specific to HGIOELC**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | |
| * 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.   **Key drivers of improvement**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance Information |
| **Aberdeenshire Priorities:**  1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4 Improvement through self-evaluation. | |
| **Priority 3: To develop a whole school approach to support mental health and wellbeing** | | | **Data/evidence informing priority: GIRFEC referrals, classroom/playground observations, professional dialogue and child’s planning meetings** | | | |
| **Key actions** | **By whom** | **When?** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| * Create a shared vision statement for Elrick community which support a whole school approach to mental health and wellbeing * Audit of staff CPD needs in relation to supporting mental health and wellbeing * Continuing to embed Positive Relationships Policy, focusing on: * Visible Consistencies – including emotional consistency * School Values * Restorative Approaches * Recognition * Introduce wellbeing tracker to gather baseline assessment of pupil wellbeing. Identify trends, areas for development and target support appropriately. Review in line with tracking periods. * Promote a shared understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences through appropriate training and refreshers for staff and families * Universal Support to be strengthened in the classroom by: * Ensuring consistent and effective approaches to improve the engagement and achievement of all learners including those who require additional support; * Engaging with Education Scotland’s CIRCLE resource as a framework to support inclusive learning and collaborative working. * School referral process to be used consistently to plan targeted support in line with school review and child’s planning discussions | JA/HWB group  FT/JA  SLT/  staff/  families  FT/JA  FT/EPS  SLT/EPS/JB  FT/EPS – staff  SLT | Sep 2022  Aug 2022  Aug 2022 – ongoing  Aug 2022  By Feb 2023  Ongoing  Ongoing  Ongoing | | Pupils sampling, feedback from families and staff – shared understanding and awareness of Elrick School and Nursery’s approach  Evaluations and feedback  Progress and impact will be reviewed through pupil sampling, feedback from families, ongoing check-in, feedback from staff, learning visits and observation.  Results of baseline assessments and follow up assessment to track progress  Greater awareness and understanding of needs from all stakeholders  Whole school/class trackers/20-40-20 tracker  GIRFEC referrals  Engagement in CLPL – dyslexia/autism/sensory processing  Consultation with ASL  Wellbeing tracker | |  |