

**Elrick School**  
**Standards & Quality Report**  
**2022 - 2023**  
**&**  
**School Improvement Planning**  
**2023 – 2024**

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the current session 2023 -2024. 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 for August 2023 is 408 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. The Nurture principles underpin the school vision, values and aims. In building this we aim to promote shared values and develop a nurturing 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:

‘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, UNCRC)

## **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. During the past year we have worked hard to re-establish links with local businesses. This has included companies such as TechnipFMC, Apex Tubulars, Kier Construction and Global Underwater Hub (GUH). We are also part of the BP Super Enthuse Partnership with SSERC and now have an ongoing partnership with ARAMCO facilitated by STEM. We also have an industry link with CNOOC who support us with STEM ambassadors in the classroom and techfest workshops.

Building community is a key focus for us at Elrick and we enjoy working with and alongside members of the local community. Westhill Rotary Club, Tesco, our local church, the local ranger, men's sheds, local sports clubs, Westhill Garage, and many others help us to ensure we are giving our young people varied and meaningful opportunities. For example, Westhill Garage provide weekly fresh fruit for our young people, helping us to ensure we are giving everyone healthy snacks. 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 2022-2023.

2022/2023 Key Priority 1 - Consistency in high quality and meaningful Learning, Teaching and Assessment	
Key actions undertaken	Impact (achieved throughout 2022-2023)
<ul style="list-style-type: none"><li>• Refreshed curriculum rationale to be rolled out across Nursery – P7 and shared with all stakeholders.</li><li>• Consider what's working well to engage learners and plan in response to this ensuring a consistent offer to all pupils. Key approaches include:<ul style="list-style-type: none"><li>- Use of digital technologies</li><li>- Creativity and opportunities to use outdoor spaces as part of learning</li><li>- Making Thinking Visible</li><li>- Skills framework</li></ul></li></ul>	<p>Curriculum rationale discussed at school level, taking into consideration the views of stakeholders around agreed expectations of what makes high quality learning and teaching experiences. Working group creating 'Thinglink' to share with stakeholders.</p> <p>Digital Technology used effectively to support learning needs with ASL supporting children to use Texthelp: Read, write software; speak as you type/dictation tools in word and on iPad; BBC dance mat typing; PDF readers such as Claropdf; Nessy; Doorway online.</p> <p>Outdoor learning is a strength at Elrick School. Outdoor Learning Teacher appointed using additional funding and has implemented a block of lessons with all classes, upskilling teachers to help embed into learning and teaching experiences. Awarded Green Tree School Silver Award, in collaboration with The Woodland Trust, for our outdoor learning (May 2023) and on track to achieve Gold by July. An Outdoor Learning Skills Progression has been created along with a bank of resources, including risk assessments to support the ongoing progression of outdoor skills for our young people.</p> <p>MTV agreed as an approach to be consistent across the school. Visual displays evident in most classes for chn/staff to refer to. Pupil Council conducted an audit in May to help ensure consistency across stages.</p>

<ul style="list-style-type: none"> <li>• Develop the use of play, STEM and open-ended learning opportunities across the school. <ul style="list-style-type: none"> <li>- Staff collegiate to explore 'Play Projects' and STEM</li> <li>- CLPL – Greg Bottrill resources</li> <li>- Family learning workshops</li> </ul> </li> <li>• Development of a learning, teaching and assessment policy which summarises the approaches, key resources and processes Elrick School uses across all the curricular areas.</li> </ul>	<p>Key staff have explored the Meta-skill Framework developed by Skills Development Scotland and consider how we develop this for Elrick School. This will be rolled out in session 23/24 linking to our outdoor progression, STEM and Play.</p> <p>Elrick became a STEM Delivery Centre this session and one child has been awarded a SSERC Young STEM Leader.</p> <p>Elrick STEM group have attended Science Centre session hosted by BP.</p> <p>Collegiate for staff to explore STEM Challenges, building confidence in staff to use the progression to plan and deliver STEM in their classes.</p> <p>Play pedagogy evident in P1-3 with 'Play Projects' being trialled across classes. Staff visited Kingswells Primary (5.5.23) to engage in prof discussion around responsive planning and assessment approaches. Further visits to share good practise to be planned in 23/24.</p> <p>Play vision reviewed and updated June 2023 and shared with stakeholders. Family Learning event held in June 2023 to increase awareness of the benefits of play to support children's learning.</p> <p>Class teacher observations highlight positive levels of pupil engagement. High level of engagement was noted during QA visit, particularly on learning walks through open plan areas. It is easy to see almost all children highly engaged across a range of classes.</p> <p>L,T&amp; A draft policy created in collaboration with cluster colleagues. This has been discussed and tailored for Elrick School and shared with stakeholders to ensure shared understanding of approaches used. Consistent approaches implemented across stages. Stakeholders familiar with key resources and approaches being used. An action plan was created following QA visit in Feb to focus on 'golden threads of consistency' that you would expect to see across the school. Pupil council have supported by learning walks to audit approaches being used. This has highlighted</p>
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<ul style="list-style-type: none"> <li>• Review assessment calendar and approaches to assessment. Consider what evidence informs assessment decisions and how this is used to plan next steps in learning.</li> <li>• Literacy approaches to be further developed as a whole school approach incorporating 'Talk for Writing'</li> <li>• Further engage with QAMSO work to ensure a shared understanding of standards and expectations</li> <li>• Cluster working groups to be established with focus on learning, teaching and assessment in Literacy, Numeracy and HWB.</li> </ul>	<p>consistency in most classes throughout the school. A L,T &amp; A poster has been created along with a checklist to remind staff of expectations for 23/24.</p> <p>Feedback from parents and pupils highlighted that prior to Christmas, we were doing well at sharing children's learning and progress but following the removal of Seesaw in December there is a need to look at how we better engage children in discussions around their learning and how this is them communicated to parents. An assessment calendar to be fully implemented August 2023 and shared with all stakeholders.</p> <p>'Just2Easy' has been introduced to key staff and will be rolled out to class teachers in August as a new profiling platform to share children's learning and progress.</p> <p>Talk for Writing rolled out in P1, 3 and 6 with colleagues sharing practice and some trialling in other stages. Input given to parents at Family Learning event on 27.4.23. Bid approved for funding to purchase additional resources to support roll out in session 23/24.</p> <p>Further staff to engage in 'Talk for Writing' and 'Big Writing' training to ensure a range of approaches in place to support literacy development and in line with local authority.</p> <p>Moderation of writing undertaken at several points throughout the year with samples being collated in June 2023. This highlighted a consistent understanding and shared expectations across Elrick. Cluster moderation activities postponed until session 23/24 due to individ. school commitments and time restraints. FT to share moderated pieces with QAMSO group to ensure expectations are consistent with local authority schools.</p> <p>L,T&amp;A policy created with agreed expectations at cluster and school level.</p>
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<ul style="list-style-type: none"> <li>• Seesaw Ambassadors to support consistent use of Seesaw as a tool to track progress and share learning</li> <li>• Re-establish activity/clan time to incorporate skills-based learning and play (risky/exploratory, imaginative, collaborative). Encourage community participation.</li> <li>• Ensure all stakeholders are aware of the incorporation of UNCRC into Scots law and the implications of this for daily practice and policy/process.</li> <li>• To successfully embed the values and knowledge of global citizenship and sustainability into daily teaching activities by incorporating the global goals in planning</li> </ul>	<p>Weekly seesaw twilight sessions organised by staff lead. Agreed expectations of content, moderated at collegiate. Support offered to parents during curriculum evening to ensure accessible for all. Very positive feedback regarding communication through seesaw and sharing of learner progress. Unfortunately, this has paused due to authority decision to pull this platform. Just2Easy to be launched in August 2023.</p> <p>Stronger links with community and local businesses have been established this session. Activity/skills afternoon to be rolled out in session 23/24 now that PVG volunteers have been processed.</p> <p>Pupil voice is strong in matters relating to the life of the school and wider community. Children have good opportunities to lead clubs and engage in pupil participation groups. Children need to have more opportunities to talk about their learning journey, where they are and what they need to do next. This was highlighted during the QA visit and supports school evidence from pupil feedback and staff observations. Learning circles have been introduced with SLT/Pupils this session but will be more widely used in 23/24 alongside individual class approaches to encourage learning conversations.</p> <p>Individual classes have explored Global Goals through their learning experiences. ECO group and Rotakids have started to develop plans alongside other community members to support and embed aspects. Global goals still need to be embedded in planning across the school.</p>
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## 2022/2023 Key Priority 2 - Improved Partnerships

Key actions undertaken	Impact (achieved throughout 2022-2023)
<ul style="list-style-type: none"> <li>• Plan family engagement events using feedback from parental questionnaire to ensure needs and interest are considered. These should include: <ul style="list-style-type: none"> <li>- Sharing the learning events</li> <li>- Family workshops (Literacy, Skills Development, Growth Mindset, Health and Wellbeing, Digital Literacy)</li> <li>- Reading Together</li> <li>- Parent focus groups established</li> </ul> </li> <li>• Volunteers – encourage parent/community volunteers and provide appropriate training to ensure shared understanding of expectations and goals</li> <li>• Rebuild and strengthen partnerships with local businesses and community groups.</li> <li>• Explore opportunities for pupils to be involved in community projects.</li> </ul>	<p>Sharing the learning events have been well attended and feedback collated from parents through 2 stars and a wish proforma has been very positive. Feedback for next steps has been considered and communicated to parents through 'You said, we did'.</p> <p>Family workshops have been implemented in T3/T4 using the feedback from parents to plan topics/dates and times. Attendance has been lower than anticipated but all info has been shared via school website. Parent feedback has highlighted increased understanding of approaches implemented in school because of engagement in the workshops. In a recent survey to parents 89% agreed that the school was successful in promoting parental engagement through the events outlined in key actions. A summary of the approaches used at Elrick to be incorporated into Curriculum/Meet the Teacher event at start of school year as per feedback from parents.</p> <p>Volunteers have gone through PVG and safeguarding process and now providing regular, timetabled support in school. This has enabled further targeted support during play, literacy, numeracy and wider curriculum as well as additional playground support.</p> <p>Increased links with local businesses and community groups. Pupils have visited workplaces and have had visitors in school. Positive links established to support future improvement priorities. Careers week to be built into annual calendar (23/24) with local businesses supporting.</p> <p>Links with Westhill Garage have allowed us to provide weekly free fruit for all children and engage in Big Breakfast workshop.</p>

<ul style="list-style-type: none"> <li>• Re-establish relationships with cluster schools through sharing of good practice and cluster moderation activities.</li> <li>• Improved use of Seesaw to engage families with learning</li> <li>• Wider Achievements to be shared and celebrated consistently across school, home and community partners</li> </ul>	<p>Rotakids has been established and strong links with Westhill Rotary Club, encouraging pupils to participate in a range of activities alongside pupils from other schools in the Westhill cluster.</p> <p>Nursery and Primary children involved in some community initiatives although further involvement to be encouraged.</p> <p>Cluster working been re-established through HT partnerships and review of policies and guidance. Further staff engagement to be implemented in 23/24.</p> <p>Seesaw is no longer permitted by Aberdeenshire Council. Just2Easy is to be launched in August 2023 and staff have been identified to lead this roll out. Stakeholder feedback, QA visits and staff observations have highlighted a development need in relation to children's autonomy of their learning journey, learner conversations, extent to which pupils can talk about their learning, where they are, where they are going next, skills they are developing etc. Quality indicator 1.2 to be used to be a focus next session.</p> <p>Wider achievements being successfully recognised at celebration assemblies and very positive engagement from families. Spreadsheet created to monitor and track. Children and staff are proud to share and celebrate their achievements both in and outside of school.</p> <p><b>LEADING PARENTAL PARTNERSHIP AWARD RECEIVED IN DEC 2022</b></p>
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**2022/2023 Key Priority 3 - To develop a whole school approach to support mental health and wellbeing**

Key actions undertaken	Impact (achieved throughout 2022-2023)
<ul style="list-style-type: none"> <li>• Create a shared vision statement for Elrick community which supports a whole school approach to mental health and wellbeing</li> <li>• Audit of staff CPD needs in relation to supporting mental health and wellbeing</li> <li>• Continuing to embed Positive Relationships Policy, focusing on: <ul style="list-style-type: none"> <li>- Visible Consistencies – including emotional consistency</li> <li>- School Values</li> <li>- Restorative Approaches</li> <li>- Recognition</li> </ul> </li> </ul>	<p>Overarching vision statement created to ensure a shared approach to mental health and wellbeing. Pupils sampling, feedback from families and staff – shared understanding and awareness of Elrick School and Nursery’s approach</p> <p>SLT signposted to various HWB CPD opportunities. PRD meetings use to review individual strengths and areas for development - further CPD to be explored as required. Staff feedback from HWB survey.</p> <p>Policy shared with all stakeholders and accessible on website. Positive Relationships workshop delivered 11.5.23 with EPS input. Positive feedback received from parents and suggestions taken on board (i.e. summary of approaches to be included in Curriculum evening at start of school year). School values embedded across school community (93% of parents agreed). RA used consistently across all stages. Feedback from parents shows that 93% of pupils like coming to Elrick; 87% feel safe at Elrick; 96% feel they are treated fairly and with respect; 97% feel behaviour is dealt with effectively.</p> <p>The following was noted as strengths during QA visit from local authority:</p> <ul style="list-style-type: none"> <li>- Very strong relationships between staff and pupils</li> <li>- Teachers know their children well, create positive learning environments, where children feel happy, safe and secure.</li> <li>- There is something incredibly inclusive about the learning environment.</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Promote a shared understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences through appropriate training and refreshers for staff and families</li> <li>• Universal Support to be strengthened in the classroom by: <ul style="list-style-type: none"> <li>- Ensuring consistent and effective approaches to improve the engagement and achievement of all learners including those who require additional support;</li> <li>- Engaging with Education Scotland's CIRCLE resource as a framework to support inclusive learning and collaborative working.</li> <li>- School referral process to be used consistently to plan targeted support in line with school review and child's planning discussions</li> </ul> </li> </ul>	<p>Wellbeing tracker implemented in line with tracking periods. Info used to identify needs and target support – eg. Counsellor, IPT, NNP, SLT. Data used to inform next steps and improvement priorities.</p> <p>Family Learning workshop planned for 11.5.23. Links to EPS family nurture leaflets shared via website and flagged to key families. Neurodiversity celebrated and promoted across the school community with engagement in Umbrella Project to raise awareness across community.</p> <p>ASN Audit carried out by SLT to ensure consistency in support offered. Resources reviewed. School referrals reviewed and updated with support/strategies</p> <p>Talkboost introduced to support literacy attainment for target group – observations highlight noticeable improvements for key children.</p> <p>CIRCLE resource introduced to ALL staff in Feb. CICS completed and will be reviewed in August 23 when staff setting up areas. PPS implemented for individual children requiring targeted support. Probationer looking at CIRCLE resource for practitioner enquiry. ASL teacher regularly reviewing and updating referrals as support needs change/support becomes available. HT/ASL completed PNA and confirmed all changes.</p>
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## How good is our leadership and approach to improvement?

### **QI 1.3 Leadership of change**

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

Strategic planning for continuous improvement

Implementing improvement and change

**Relevant NIF priority: All**

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

**Level of quality for core QI: 4 GOOD**

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

**How well are you doing?**

**What's working well for your learners?**

#### **Overview:**

Leadership of Change, Q.I 1.3 is key to driving improvements at Elrick School. Through professional development and review meetings staff are 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 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.
- The updated positive relationships policy was developed with staff, parents and pupils and the impact is regularly evaluated and reviewed accordingly. Families have been invited to engage through workshop on 'Promoting Positive Relationships; Support Strategies in School' and presentation has been shared with stakeholders to encourage better understanding and consistency in approach.
- 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.
- Play Projects and STEM inputs have impacted on practises across the school.
- Pupils voice is strong in the life and work of the school. Pupils have opportunities to lead change through representation in working groups, leading clubs and activities and volunteer roles.

- A series of Family Learning workshops have been implemented by staff this session to encourage a shared understanding of standards and approaches.
- The senior leadership team support staff to take responsibility for change, through an evidence-based approach. Practitioner enquiry has been undertaken by individual staff on key improvement priorities, including Play Projects, CIRCLE, Growth Mindset and Visible Thinking.
- 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 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.
- Through staff development, meetings and working groups all staff are involved in the process of change.
- 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.
- Feedback from stakeholders is valued and actions fed back through 'You said, we did' communication.

#### **How do you know?**

#### **What evidence do you have of positive impact on learners?**

- Leadership skills of pupils developed through presenting and running activities for parents and pupils. Pupils display increased responsibility and confidence. 93% of parents surveyed feel the school is effective in developing their child's confidence.
- Staff feel empowered to try new initiatives and develop ideas.
- 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.
- Further practitioner enquiry has been completed this year, exploring the use of 'Play Projects' to develop play across the school. This has been shared with staff and followed up with staff implementing Play Projects through to P7.
- Staff are committed to change which results in positive outcomes for learners, trying new approaches and evaluating and improving as required. In session 2021-23, 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.

#### **What are you going to do now?**

#### **What are your improvement priorities in this area?**

- Continue to work with all stakeholders to develop positive relationships and embed consistent support strategies.
- Continue to encourage our school values – Kind, Respectful and Safe and encourage pupils to take greater responsibility for embedding our values through positive role models, clan chief inputs etc
- Staff to engage more often in reflective dialogue with learners to ensure children know the purpose of their learning and what they need to do to be successful learners, supporting learners to initiate questions about their own learning and progress. Greater focus on quality feedback, linked to success criteria and targets.
- Continue to use 'How Good is OUR School?' to support further development of pupil involvement in self-evaluation and improvement planning.
- Working parties to continue to support identified improvements for 2023-24 with robust and manageable planning, ensuring that all improvements are based on evidence, involve all partners and impact is reviewed then shared.
- Increased opportunities for staff to discuss and share good practises.
- Continue to develop leadership at all levels through young leaders, pupil ambassadors, working groups, parent and school focus groups etc.

## 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.
- 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.
- Staff plan across their year groups to ensure consistency and as part of a moderation 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.

### **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. Stakeholder feedback highlights the nurturing ethos and positive relationships as a strength.
- 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.
- STEM inputs have increased staff confidence in planning and delivering STEM challenges. Children's engagement in STEM has been very positive and observations show highly engaged and motivated young people.
- Staff have accessed and applied relevant findings from educational research to improve learning and teaching (eg. MTV, Play-based approaches, STEM, emotion coaching, restorative practice, growth mindset).
- 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?**

- Continue to develop how we plan, observe and support play to encourage the development of skills and knowledge for our learners.
- Learning, teaching and assessment approaches to be visible and consistent across classes, in line with the agreed and updated school policy.
- Children's rights at the centre of all planning.
- 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.
- Children to be encouraged to articulate their progress and identify next steps. Increased pupil involvement/confidence when talking about their learning with others, both in school and at home.
- 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.
- Improved processes for reporting progress to parents.

## 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.
- Wellbeing and rights are central to all that we do and regularly shared with the wider community through our family workshops, school website, links to agencies and services and planned focus weeks.
- The school has implemented its own GIRFEC referral process to highlight any SEBD or academic barriers as well as any children who require additional challenge
- School Guinea Pigs help support children's emotional regulation and develop their emotional literacy. The wellbeing indicators are introduced with children through the care and support of the Guinea Pigs.
- 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.
- 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.
- Glasgow motivation and wellbeing profile is used effectively to track and analyse mental wellbeing of pupils and identify any barriers and areas for development.
- Learning experiences are well planned, resourced and adapted to provide appropriate pace and challenge for our young people, supporting positive wellbeing within the classroom.
- The school has a positive partnership with both internal and external agencies who work together to support children
- 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. CIRCLE framework has been introduced to support staff

in identifying barriers and appropriate support strategies. Support is utilised well from colleagues and partner agencies including EPS, SALT, OT, Health, SW, Nature Nurture Practitioner, IPT, PSW and CLD.

- Teaching staff use Aberdeenshire's staged intervention process to support learners across the school.
- 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
- 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 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.
- 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.
- Our pupil groups help ensure that all pupil voices are heard and help make decisions to improve the school.
- Restorative conversations are used to support the pupils resolve situations as part of our school positive relationships policy.
- The school organises a variety of activities to support wellbeing and inclusion, these include Wellbeing Wednesday; Health week; Mindfulness Club/Ambassadors; Barcaple residential; First Aid Training; Lunchtime Clubs; Big Breakfast.

#### How do you know?

#### What evidence do you have of positive impact on learners?

- Feedback from the wellbeing audit highlighted that almost all pupils felt safe and secure at Elrick School and that they felt the teachers cared about them and listened to their views. 91% of parents agreed that the school supports their child's emotional wellbeing and 93% agreed that the school helps their child to feel confident.
- The wellbeing indicators are integral to teacher assessment and planning next steps in Health and wellbeing.
- 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.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.

- Wellbeing audit indicates that more children are feeling calmer in school.
- All staff have completed refresher in GIRFEC and Child Protection and are sensitive and responsive to the wellbeing of individual children.
- Children regularly seek out the HT/SLT for pastoral support/guidance.
- 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 have a wide variety of activities to choose from and succeed in, there is an increased sense of belonging and our Wellbeing audit indicates that more children are feeling calmer in school.
- 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)

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

**What are your improvement priorities in this area?**

- Continue to support children in building resilience, there is some improvement in this area but still a barrier to learning and social skills.
- 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. Work alongside colleagues on the LGBTQ charter.
- Continue to use the CIRCLE framework to identify barriers and appropriate support strategies.
- Continue to engage with stakeholders to promote a greater understanding of how we support all learners through universal and targeted approaches.
- Staff to incorporate restorative circles into their weekly routine and use this as a forum for embedding values and resolving difficulties.

### QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: 4 GOOD**

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

**How well are you doing?**

**What's working well for your learners?**

#### Key strengths:

- Attainment in literacy and numeracy across all stages of the school continues to be good with most pupils achieving the appropriate benchmarks. Attainment in Numeracy has increased from last year in P1, P4 and P7.

	P1 (%)				P4 (%)				P7 (%)			
	19/ 20	20/ 21	21/ 22	22/ 23	19/ 20	20/ 21	21/ 22	22/ 23	19/ 20	20/ 21	21/ 22	22/ 23
Reading	75%	87%	78%	78%	80%	80%	75%	85%	87%	88%	85%	92%
Writing	73%	83%	78%	78%	74%	77%	64%	83%	83%	88%	83%	83%
Listening and Talking	88%	96.2%	90%	93%	86%	86%	90%	100%	92%	88%	90%	93%
Numeracy	85%	83%	83%	100%	86%	91%	81%	88%	89%	90%	87%	90%

- 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 to 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)
- Children are involved in a wide variety of clubs and activities out with school, and these are encouraged and celebrated through our achievement assemblies, school newsletters and social media.
- Attendance levels are very high, and children want to engage in learning.

#### 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 assembly, whole school display 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.
- Roll out of updated 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.
- 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.
- Explore manageable ways to track progress across all curricular areas
- Revise bundles to ensure meaningful and appropriate, inline with revised curriculum rationale and design
- Just2easy 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 2023-2024

<b>Identified gap</b>	<p>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 remain a priority this year, with a focus on supporting children's anxiety and emotional wellbeing.</p> <p>Literacy has also been identified as an area for improvement with P1 reading and writing sitting below 80%.</p>
<b>Expenditure</b>	<p>Elrick was allocated £9,800 for session 2023-24. Staff and parent feedback showed additional PSA hours to be the preferred option to enable a continued focus on:</p> <ul style="list-style-type: none"><li>• supporting children to develop strategies and techniques which will support their resilience and positive mental health both in the classroom and playground environment.</li><li>• supporting the development of emotional literacy across the school.</li><li>• Talkboost to be implemented in Early Years to support children's progress in language and communication.</li></ul>
<b>Expected outcomes</b>	<p>Children will feel safe, valued and included in both the classroom and playground environment and will feel confident that support is available if required.</p> <p>Children will be more confident in dealing with conflicts.</p> <p>Fewer incidents of negative behaviour in both the classroom and playground.</p> <p>Increased pupil engagement and achievement in literacy.</p>
<b>Impact Measurements</b>	<ul style="list-style-type: none"><li>• Abilities of children prior to intervention (TMR spreadsheet, evidence from teachers, work samples)</li><li>• Initial and regular assessment and gathering of data to continually monitor progress</li><li>• Talkboost assessments</li><li>• Tracking pupil engagement both socially and academically</li></ul>

## **Wider Achievements and Community Links During 2022/23**

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

***(These are some of the many achievements across all aspects of learning at Elrick School during the year 2022-2023)***

P7 Residential to Barcaple (May 2023)

P6 Lochter Activity Day

Class trips and activities

Most classes visited Techfest or Aberdeen Science Centre as part of our ongoing STEM work.

Christmas Enterprise

Aberdeen University workshops

P6 visited Westhill Industrial Estate to engage with local businesses

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 (May 2023).

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. Well done to all our sports men and women and a big thanks to all our volunteer coaches.

‘An Evening of Music’ showcasing all the musical talent at Elrick.

P7 performed ‘The Lion King’ 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

Family Learning workshops – STEM, Literacy, Numeracy, Positive Relationships and Support Strategies, Health and Wellbeing

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.

### **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 23/24**

**Priority 1 – Developing Leadership at all Levels**

**Priority 2 – Consistency in high quality and meaningful Learning, Teaching and Assessment**

**Priority 3 – Ensuring the best possible outcomes for all our learners**



## 2023-24 Action Plan 1

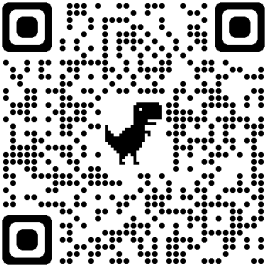
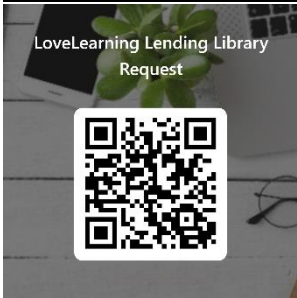
<u>National Improvement Framework Priorities</u>		<u>HGIOS</u> and <u>ELCC</u>		<u>Specific to HGIOS 4</u>	
<ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy.</li><li>Closing the attainment gap between the most and least disadvantaged children.</li><li>Improvement in children and young people’s health and wellbeing.</li><li>Improvement in employability skills and sustained, positive destinations.</li></ul> <u>Key drivers of improvement</u> <ul style="list-style-type: none"><li>School leadership</li><li>Teacher professionalism</li><li>Parental engagement</li><li>Assessment of children’s progress</li><li>School improvement</li><li>Performance Information</li></ul>		<ul style="list-style-type: none"><li>1.1 Self-evaluation for self-improvement</li><li>1.2 Leadership for learning</li><li>1.3 Leadership of change</li><li>1.4 Leadership and management of staff/practitioners</li><li>1.5 Management of resources to promote equity</li><li>2.1 Safeguarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning teaching and assessment</li><li>2.4 Personalised support</li><li>2.5 Family learning</li><li>2.6 Transitions</li><li>2.7 Partnerships</li><li>3.1 Improving/ ensuring wellbeing, equality and inclusion</li></ul>		<ul style="list-style-type: none"><li>3.2 Raising attainment and achievement</li><li>3.3 Increasing creativity and employability</li></ul> <u>Specific to HGIOELC</u> <ul style="list-style-type: none"><li>3.2 Securing children’s progress</li><li>3.3 Developing creativity and skills for life</li></ul>	
<b>Priority 1:</b> To develop leadership in order improve the overall capacity of the school and outcomes for learners				<b>Data/evidence informing priority:</b> Stakeholder feedback and Quality Assurance has highlighted that children are not confident in articulating the ‘what, why and how’ of their learning and identifying their own next steps. Staff feedback indicates a high level of commitment to improving outcomes for learners through a strategic and collaborative approach, with opportunities for pupils and staff to lead change.	
<b>Key actions</b>	<b>Who?</b> Q.I. 1.3 Leadership of Change	<b>When?</b>	<b>How will we evaluate impact?</b> (Measurements of success)	<b>Progress</b>	
				<b>On Track</b>	
				<b>Behind Schedule</b>	
				<b>Not Achieved</b>	
<b>SELF-EVALUATION FOR SELF-IMPROVEMENT</b>					
<b>HGIOS – Part 2</b> Learning Circles to be conducted with random groups of children (P1-3 and P4-7) focus on Theme 1 Relationships and Theme 2 Learning and Teaching.  Class Teachers to use Theme 3 - Community to gather feedback linked to Community Quest  <b>Collaborative approaches and shared understanding</b>		FT/Teacher s/Pupils	Terms 1 & 3	Pupils will feel listened to and valued. Their ideas will feed directly into school improvement plan and will be shared through a ‘You said, we did’ display.	SLT learning circles implemented in Term 1 on theme 2.  Responses highlighted a need to look again at behaviour with 40% of P1-3 children in the sample group indicating that they don’t always feel safe in the playground.

<p>SQulP to be shared with stakeholders and opportunity for consultation and feedback</p> <p>Opportunity for collaborative dialogue around school development and improvement priorities during parent evenings</p> <p><b>Self -Evaluation and Reflection - Collegiate Sessions</b> - Review/evaluation of Q.1 1.2 Leadership of Learning and GTCS standards related to leadership of learning (3.3.1)</p> <p>A range of approaches will be adopted to ensure that children are regularly engaging in learning conversations, reviewing their own progress, and setting their own targets for improvement.</p>	All staff/parents	Sep 23	<p>Shared understanding and agreed expectations will result in greater consistency in approach and better outcomes for young people. Stakeholders will have understanding of school strengths and areas for development and are able to contribute to school improvements</p> <p>Self-Evaluation using HGIOS 4, QI 1.2 'Features of highly-effective practice' – staff will evaluate progress at intervals throughout the year. Results will demonstrate a stronger learning culture at Elrick School.</p> <p>Pupils will know what, why and how of what they are learning and will understand what they need to do to be successful in their learning. This will be evidenced through learning circles and dialogue with pupils – SLT.</p>	<p>Staggered break/lunch introduced to reduce volume of chn outside. Additional PSA hours to support. Our School Community (theme 3) reviewed in term 1/2 through Quest projects. Theme 5 to be explored in term 3 by SLT. CTs encouraged to revisit theme 1.</p> <p>Parents invited for informal Q&amp;A during Oct parents eve to support school development and review priorities. Further engagement planned for March to explore 'Our Elrick Curriculum' .</p> <p>Inset input (Feb 24) to look at LI/SC and feedback. Suggested prompts to be created to support learner dialogue and peer/self feedback.</p>
	SLT/parent	Oct 23		
	All staff	Terms 2 & 4		
	Teachers/Pupils	Ongoing		
<b>LEADERSHIP FOR LEARNING</b>				
<p><b>'Leadership of Learning' focus groups</b></p> <ul style="list-style-type: none"> <li>- Key dates identified within collegiate planning.</li> <li>- Evaluations from session 22/23 used to identify next steps and inform action planning. Focus on:</li> <li>- STEAM</li> <li>- DYW</li> <li>- Literacy and Languages</li> </ul>	All staff	ongoing	<p>Classroom visits, learning circles and QA will evidence that actions have been implemented and 'threads of consistency' are evident across the school.</p> <p>PRD meetings will highlight areas of strength. Staff will have increased opportunities to lead learning</p>	<p>Pupil council audit indicates consistency in approaches throughout the school. Steering groups have reviewed action plans and agreed priorities for Term 3/4. WOW planned for 11-15<sup>th</sup> March.</p>

The work of these groups will continue to be underpinned by educational research, pedagogy and/or practitioner enquiry – SEE SEPERATE ACTION PLANS FOR FURTHER DETAIL			and change, this will be recorded through PRD discussions.	Term 3 Quest with STEAM focus ‘What makes Scotland .....?’ Skills – sensemaking.  PRD/PPP timetable in place for terms 3 and 4.
Continue to develop pupil leadership through: <ul style="list-style-type: none"> <li>- young play leaders</li> <li>- pupil ambassadors</li> <li>- pupil groups</li> </ul>	P7s Pupil volunteers	ongoing	Pupils will feel listened to and valued at Elrick School as evidenced in Pupil feedback and wellbeing audit. Children will feel confident to take on leadership roles, displaying the skills required for learning, life and work. Skills development will be tracked and progress monitored.	Pupil groups are well established and opportunities implemented for pupils to work with pupils across trio schools to share ideas and good practise and work on priorities together. P6 and P7 pupils trained in YPL. Pupil volunteering remains a big part of the upper stages work and is having a positive impact on younger children with P6 supporting learning in P1 and helping with lunchtime clubs and monitoring duties.
Staff to engage more often in reflective dialogue with learners to ensure children know the purpose of their learning and what they need to do to be successful learners, supporting learners to initiate questions about their own learning and progress. Greater focus on quality feedback, linked to success criteria and targets.	All staff/ pupils	ongoing	Learning circles will be implemented by SLT at regular periods throughout the year and with random samples of children – children will be able to talk about their learning, its purpose and what they need to do to be successful learners.	Chn involved in co-constructing LI/SC. Talk for Writing teachers using toolkit for success criteria – better understanding of pupils. Further input around timely, effective feedback at Feb inset and Simon Breakspear’s Teaching sprints process used as a model to encourage staff dialogue, focus and review. Feedback displays to be issued to staff to support reflective discussion and shared language across stages.



All staff will be introduced to the the 'Four Arenas of Participation' from The Learner Participation in Educational Settings (3-18) as a framework to help us understand and develop when, where and how learners can have a say in schools and ELC settings.	JS/All staff	Aug 23	Staff will have a shared understanding of what learner participation involves. QA visits, learning circles and pupil feedback will show that children feel fully involved and included in their own learning, decision-making and the wider community.	Intro. to staff but needs revisiting. Visual display to be created to share evidence.
<b>DIGITAL LEADERS</b>				
Use the <a href="#">Teacher Digital Literacy Framework (DRAFT)</a> document or the self-reflection tool to evaluate digital competence at Elrick.	Digital Leaders – TM/SLT	April 24	Gather data to identify current strengths and next steps for improvement	Digital leaders established. Support offered to classes.
Attendance at LoveLearning November in-service.	Teaching staff	Nov 23	Teachers are engaging in appropriate CLPL to develop and enhance their digital skills, pedagogy, and competencies.	Users competent in PPT and games but need to increase competence in use of software. Kaligo being trialled in P2L, 2 x week. EL to roll out in P1 and P2.
Key stages to pilot new programmes and review impact on pupil progress. Share feedback with staff. - <b>Kaligo</b> - <b>Sleuth</b>	P2 P6 and P7	June 24	Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.	Sleuth to be trialled in P6 and P7 in T3.
Drop-in sessions to be organised for staff with focus on J2E	TM/EL	Dec 23	Teachers plan effectively for the use of digital technologies to enrich learning and teaching.  Effective and consistent profiling to be implemented across N- P7.	J2E rolled out to parents Feb 24.
Ensure all staff know how to access LoveLearning resources: All LoveLearning sites can be accessed from this central location: <a href="https://blogs.glowscotland.org.uk/as/lovelearning/">https://blogs.glowscotland.org.uk/as/lovelearning/</a>	All staff	Dec 23	Positive attitude towards technology in the classroom and a willingness to have a go.	

				
<p>Audit devices and equipment currently in school. Assess most effective distribution of these devices to ensure pupils across the school have opportunities to develop their creative, digital skills across a range of software. Where the school doesn't have the equipment to explore particular creative elements, consider borrowing from the LoveLearning Lending Library:  <a href="https://forms.office.com/e/KMiNmR2G3X">https://forms.office.com/e/KMiNmR2G3X</a>.</p> 	Digital Leaders/ SH	Dec 23	<p>Quality assurance processes will highlight areas of good practise to be shared across the school and areas where improvement is needed will be identified quickly and support put in place.</p> <p>Increase in pupil engagement.</p> <p>Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways.</p>	<p>Audit completed regularly throughout the year. Considerable number of devices damaged/not functioning. Need for new technology – work with PC on fundraising.</p>

## 2023-24 Action Plan 2

National Improvement Framework Priorities	HGIOS and ELCC	Specific to HGIOS 4
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff/practitioners</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ul> <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> <li>3.2 Securing children's progress</li> <li>3.3 Developing creativity and skills for life</li> </ul>

<ul style="list-style-type: none"><li>Improvement in children and young people's health and wellbeing.</li><li>Improvement in employability skills and sustained, positive destinations.</li></ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"><li>School leadership</li><li>Teacher professionalism</li><li>Parental engagement</li><li>Assessment of children's progress</li><li>School improvement</li><li>Performance Information</li></ul>	<p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p>		<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p><b>Priority 2: Consistency in high quality and meaningful Learning, Teaching and Assessment</b></p>			<p><b>Data/evidence informing priority: Stakeholder feedback highlight inconsistencies in the quality of learning, teaching and assessment across stages.</b></p>	
<p><b>Key actions</b></p>	<p><b>Who?</b></p> <p>Q.I. 1.3 Leadership of Change</p>	<p><b>When?</b></p>	<p><b>How will we evaluate impact?</b></p> <p>(Measurements of success)</p>	<p><b>Progress</b></p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p><b>Learning and engagement</b></p>				
<p>Re-engage with CfE, making sure the 4 contexts are central to planning and children have opportunities to develop all four capacities to become:</p> <ul style="list-style-type: none"><li>Successful learners</li><li>Confident individuals</li><li>Responsible citizens</li><li>Effective contributors</li></ul> <p>Refreshed curriculum rationale to be rolled out across Nursery – P7 and shared with all stakeholders</p>	<p>JS/ME</p>	<p>Term 1 &amp; 3</p>	<p>Shared understanding of what learning and teaching looks like at Elrick School and Nursery highlighted in feedback from stakeholders gathered in T3 2024</p>	<p>P2 – skills of the week feed into 4 capacities. Implementing meta-skills. P5 – 4 quadrants displayed and referred to.</p> <p>Achievement assembly continues to be a successful approach to share achievements both in and out of school in all areas. Strengthens link between home and school.</p> <p>Curriculum Rationale shared with N-P7 staff (Feb inset). To be shared with pupils</p>

				<p>through assembly and feedback encouraged. To be shared with PC and wider parent group via groupcall, opportunity to discuss and feedback during March consultations.</p> <p>RS engaging with Progression mapping for Expressive Arts. Follow up day 29/2 and then pilot area in school.</p> <p>Visit from Lucy Crehan and professional discussion around CfE and what our curriculum looks like at Elrick – Feb 24</p> <p>Fiona Shaw (Educ Scot) to film P1 and P7 staff and pupils to share good practise in relation to LfS – Diversity projects.</p> <p>- Jan 22nd</p>
Continue to develop the use of play and open-ended learning opportunities across the school.	All Staff	ongoing	<p>A consistent approach to developing play observed in all stages with 'Play Projects' incorporated into weekly timetable.</p> <p>Data showing increased attainment. Pupil engagement observed to monitor impact (Leuven Scale/observations/behaviour)</p>	<p>Play projects implemented but further development required.</p> <p>More structured/play based learning being explored.</p> <p>Further resources required to enhance play and experiential learning. Need to look at the balance between play, assessment</p>

				and learning. How do we support dysregulated behaviour through play? Further planning required to look at 'Activity Time' – whole school? P1-3/P4-7?
<p>Elrick Quests to be introduced at school, class and personal level. Each quest will involve:</p> <p>A Big Question</p> <p>Collaborative Planning</p> <p>Focus on meta-skills development</p> <p>Outdoors and Pedagogy</p> <p>Local partnerships</p> <p>Leveraging Digital Tools</p>	<p>Staff</p> <p>Pupils</p> <p>Families</p> <p>Wider community</p>	<p>Aug – Jan (school)</p> <p>Nov (class)</p> <p>Term 4 (personal)</p>	<p>Increased collaborative working and greater sense of community in and around the school.</p> <p>Children will be able to talk about their skills and those they need to develop further.</p> <p>Skills will be recorded and progress tracked (self/peer/teacher)</p>	<p>Implemented in T1 &amp;2, continuing through school year. Encouraging and using pupil voice for class-based quests.</p> <p>Term 3 quest 'What makes Scotland...?'. Skills focus agreed 'sense-making'. Links to WOW.</p>
<p>Learning, teaching and assessment approaches to be visible and consistent across classes, in line with the agreed and updated school policy.</p>	<p>All staff</p>	<p>ongoing</p>	<p>Golden threads of consistency will be evident across the school and observed during QA visits and learning walks. Stakeholders will have a shared understanding and be able to identify and talk about key approaches used at Elrick.</p>	<p>Nov QA visit observed that in most classes children could talk about the purpose of their learning. Need to ensure LI/SC are robust and feedback is used to extend and challenge learning progress. Revisited Feb 24, with further review in March.</p> <p>Pupil council audit highlighted visible consistencies throughout the school, inc MTV, LI/SC, learning partners.</p>
<b>Quality of Teaching</b>				
<p>Writing approaches to be explored across the school to increase pupil engagement and raise attainment.</p> <p>- Staff to attend Big Writing Training</p>			<p>Consistent language will be evident across the school – QA visits</p>	<p>Staff attended Big Writing training (T2).</p> <p>Working group is in the process of looking at approaches and are</p>

<ul style="list-style-type: none"> <li>- Working group to look at implementation of approaches and measure impact</li> </ul> <p>Talk for Writing to be rolled out as an approach across N-P7.</p> <ul style="list-style-type: none"> <li>- N-P7 staff to engage in planned twilights, alongside Crombie School</li> <li>- Opportunities for collegiate planning and moderation of writing to be timetabled</li> <li>- Peer visits to be arranged (Elrick/Crombie)</li> </ul>	<p>AMc/JS/ CB/AA/ SH</p> <p>N-P3 P4-7</p> <p>Elrick/ Crombie Staff</p>	<p>Aug/Nov Nov/Feb/ June</p> <p>Sep/Oct Nov</p> <p>Terms 3/4</p>	<p>Increased engagement from pupils and greater enthusiasm for writing – observations, learning circles, classroom visits, feedback from pupils, leuven scale.</p> <p>Staff will have increased confidence in implementing T4W approach. Collegiate working will improve consistency and highlight areas of strength as well as areas for improvement.</p>	<p>developing a grammar progression. EL progression to be confirmed.</p> <p>Writing moderation with Crombie (Feb 24). SLT moderating further with trio schools Feb 24. Feedback highlighted consistency in marking and progress through a level.</p> <p>Feedback highlighted that staff enjoyed working across schools and benefitted from professional dialogue and sharing. Further opportunities to be planned 24/25. Staff made their own links to follow up independently.</p>
<p>Use <u>Features of Highly Effective Digital Learning, Teaching and Assessment in Schools</u> (<a href="http://education.gov.scot">education.gov.scot</a>) as a self-evaluation tool to assess where our school is at on our digital journey.</p>	Digital Leaders	Term 1	Self-evaluation activity will be carried out at key points throughout the year to assess progress.	
<b>Effective use of Assessment</b>				
<p>Assessment calendar to be agreed and implemented</p>	Staff	Dec 23	<p>Consistent approaches to assessment</p> <p>Clear understanding of where children are in their learning and what they need to do to make progress, including targeted groups.</p>	<p>Assessment calendar shared with staff and approaches being agreed with finalised assessment plan in place for 24/25.</p>

PSAs to be trained in effective observations in Early/First Level	PSAs	Nov 23	Support staff will feel increasingly confident in observing children's play and learning and providing effective feedback on progress	Nov inset – N and P1/2 teachers and support staff looking at good practise in relation to observing and recording pupil progress. Support staff to start own notebook to record observations for sharing with CT. EYPs to share process used in EY setting.
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. Further engage with QAMSO work to ensure a shared understanding of standards and expectations	Cluster staff  HT	Term 1 & 3	Greater consistency in professional judgements across the Westhill cluster - Evidence from moderation activities.  Moderation shared at Local and National level to ensure shared understanding across the landscape.	Very successful inservice (Feb 24) with positive feedback from staff. Opportunities planned for staff to connect independently. Good links made to support development priorities and moderation across schools.
<b>Planning, Tracking and Monitoring</b>				
Improved processes for reporting progress to parents which include: <ul style="list-style-type: none"> <li>- Open afternoon/morning to be planned 2 x year</li> <li>- Sharing the Learning events</li> <li>- Parents invited to attend class assembly</li> <li>- Updated Annual report</li> <li>- Parent/Teacher meetings</li> <li>- Termly Class newsletters to continue with clear outline of planned learning</li> <li>- New profiling tool to be introduced to track and share learner progress.</li> </ul>	Whole school       Staff Pupils	Terms 2 & 4 Term 3 Term 1 & 3  Termly  Term 1 Term 2	Stakeholder feedback will highlight an increased knowledge and understanding of where children are with their learning and what they need to do next. Parents will feel well informed about their child's learning and progress.	Open afternoons and assemblies have been very well attended and feedback has been positive. Survey to be issued in term 4 to review parental engagement, what has worked and what needs further improvement. Seemis reports now being completed by staff with roll out to parents in March.

	Parents	Term 2/3	Children will feel confident talking about their own learning and progress and will be able to identify their own strengths and areas for development.	<p>Termly newsletters issued with key learning.</p> <p>J2E rolled out to parents (Feb 24), staff to update as discussed.</p> <p>Discussion around the introduction of 'cold/hot' writing jotter to support tracking of writing progress.</p>
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## 2023-24 Action Plan 3

National Improvement Framework Priorities		HGIOS and ELCC		Specific to HGIOS 4	
<ul style="list-style-type: none"><li>Improvement in attainment, particularly in literacy and numeracy.</li><li>Closing the attainment gap between the most and least disadvantaged children.</li><li>Improvement in children and young people’s health and wellbeing.</li><li>Improvement in employability skills and sustained, positive destinations.</li></ul> <p>Key drivers of improvement</p> <ul style="list-style-type: none"><li>School leadership</li><li>Teacher professionalism</li><li>Parental engagement</li><li>Assessment of children’s progress</li><li>School improvement</li><li>Performance Information</li></ul>		<ul style="list-style-type: none"><li>1.1 Self-evaluation for self-improvement</li><li>1.2 Leadership for learning</li><li>1.3 Leadership of change</li><li>1.4 Leadership and management of staff/ practitioners</li><li>1.5 Management of resources to promote equity</li><li>2.1 Safeguarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning teaching and assessment</li><li>2.4 Personalised support</li><li>2.5 Family learning</li><li>2.6 Transitions</li><li>2.7 Partnerships</li><li>3.1 Improving/ ensuring wellbeing, equality and inclusion</li></ul>		<ul style="list-style-type: none"><li>3.2 Raising attainment and achievement</li><li>3.3 Increasing creativity and employability</li></ul> <p>Specific to HGIOELC</p> <ul style="list-style-type: none"><li>3.2 Securing children’s progress</li><li>3.3 Developing creativity and skills for life</li></ul>	
Priority 3: Ensuring Well-being, Equity and Inclusion		Data/evidence informing priority: GIRFEC referrals, classroom/playground observations, professional dialogue and child’s planning meetings			
Key actions	Who? Q.I. 1.3 Leadership of Change	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
Online Safety					
Implementation of device responsible use policy throughout the school.	All	Term 1	Online safety is a key feature that will be evident across the school.	Needs revisited.	
Prioritise online safety throughout the school through the following actions: <ul style="list-style-type: none"><li>Online safety policy (360 SafeScotland template)</li><li>Undertake the 360 SafeScotland review to identify areas where online safety need</li></ul>	All	By Dec 2023	Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.	Digital leader focus – planned visits to educate classes on responsible use. Poster comp???	
				Look at ways to involve parents and encourage discussion around	

<p>improving (<a href="https://360safescotland.org.uk/">https://360safescotland.org.uk/</a>).</p> <ul style="list-style-type: none"> <li>• Roll out Safer Schools App.</li> <li>• Attend LoveLearning Safely CLPL sessions</li> </ul>			<p>Online Safety training undertaken will be evident within professional update records and Safer Schools dashboard.</p> <p>Learners will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p>	<p>appropriate games/apps/access. Include in 'Meet the Teacher' presentation. FT to contact 'Cybersafe Scotland' to explore possible workshop provision.</p>
<b>Inclusion and Equality</b>				
<p>Further embedding rights-based approaches within Elrick School Community, ensuring inclusion and equality lead to improved outcomes for all learners and that children understand, value and celebrate diversity and challenge discriminations.</p> <ul style="list-style-type: none"> <li>• Engage in LGBTQ charter/RRSA</li> <li>• Continue to participate in Neurodiversity week and ensure children have ready access to resources to support their awareness and understanding</li> <li>• Continue to implement Restorative Approaches</li> <li>• Person-centred planning</li> <li>• Inter-disciplinary learning</li> <li>• Compassionate and connected classrooms</li> <li>• Nurture</li> </ul> <p>(Article 12 – Space, voice, audience, influence)</p>	All staff	By June 24	<p>Results from our wellbeing audit will evidence that pupils feel safe, valued and respected at Elrick School.</p> <p>Behaviour log will show reduced incidences, and feedback from pupils will highlight a positive impact of RA.</p>	<p>LGBTQ+ training completed by <u>most</u> staff Feb 24.</p> <p>RRS/LGBTQ steering group established and action plan created.</p> <p>RRSA to focus on neurodiversity week and 'Diversity Day' March 24.</p> <p>Connected and compassionate classroom resource shared with P6 and P7 staff for implementation terms 3-4.</p> <p>Learning circles in term 1 highlighted 'safety' as an area for development. This is also frequently raised by parents. Work to be done alongside pupil and parent council to explore and embed approaches to support positive</p>

				relationships and support behaviour. Clarify canvas activity planned for Feb 24.
<p>Circle framework to be fully embedded across school and nursery.</p> <ul style="list-style-type: none"> <li>• Circle Inclusive Classroom Scale to be implemented by all staff and reviewed throughout the year</li> <li>• The Circle Participation Scale to be used to identify supports and strategies for individual learners</li> </ul>	All staff	<p>Aug 23</p> <p>ongoing</p>	<p>All classroom environments will be audited using the CICS.</p> <p>Approaches are used consistently across the school to support inclusion.</p> <p>Teachers use a range of supports and strategies to manage an inclusive classroom.</p> <p>Class teachers use the CPS to identify and understand the strengths and support needs of individual learners. Observations and assessments are used to monitor progress and adapt practice accordingly.</p>	<p>CIRCLE framework implemented N-P7 and CPS completed for individual pupils.</p> <p>Boxall Profiles purchased for further analysis of individual needs.</p>
Autism training to be completed by ALL staff	All staff	By March 24	Staff will have increased knowledge and understanding of ASC and will use this to ensure autism friendly classroom.	Term 4 23/24 – Term 1 24/25