

Elderbank Primary and Early Years Highlights Terms 3 and 4 2017-2018

Coffee Morning

The pupils were supported by staff and parent volunteers to host a fundraising coffee morning. The pupils served the cakes, juice and sold raffle tickets. There were lots of valuable skills developed in terms of publicity, ICT, and how to communicate effectively with the community. There were also lessons learned on good food hygiene and being responsible for waste disposal and effective recycling.



The parents and friends enjoyed the chance to have some delicious home baking and a friendly chat.



Breakfast Bletcher

We are committed to engaging effectively with our school community and we hosted two breakfast bletchers to gather the views of our stakeholders to ensure our School Improvement Plan addressed the needs of our whole school. We were delighted with the number of people who attended and we were able to gather the views, which we incorporated into our future plans.



Parent Council

The Parent Council have continued to work extremely hard to support the work of the school. They have provided valuable fundraising opportunities which have subsidised the School Fun Day and P7 Final Visit. They have also encouraged parents and carers to evaluate the work of the school and have been involved in representing the Parent Forum with the consultation and evaluation of the School's Improvement Plan and future priorities.

Pony Therapy

We have worked in conjunction with Eglington Park and we have offered Pony Therapy for some children from the Mainstream, Enhanced Deaf Provision and Supported Learning. This has been very valuable for a number of pupils and has been supported through the Pupil Equity Funding.



Sign2Sing

All of the children in the Early Years and Mainstream supported the Sign 2 Sing fundraising event. The children learned the signs to accompany the song and they all enjoyed the experience of performing together.

Blether and a Brew

On Wednesday 20th of June, P7 welcomed guests from the local branch of Age Concern along for tea and homemade scones. The scones, which were baked by the pupils, were enjoyed while our talented woodwind musicians entertained our guests with a selection of theme tunes from popular films. Pupils also had an opportunity for a chat about the difference between school in the past with that today. A great time was had by all.



Burns Supper



On the 7th of February P7 hosted our annual Burns Supper. In addition to providing the entertainment, displaying artwork and serving the traditions fayre the senior pupils were involved in the preparation of the haggis, neeps and tatties. Connor McBlane from Greenwood piped in our top table and P6 joined the celebrations. The event was hosted by Hollie Allardyce and Taylor McQueen with our talented pupils providing both traditional and contemporary performances. A good time was had by



all with many pupils enjoying second helpings.

Parent/Pupil Cooking Session

Five families successfully completed the CAN (Cheap & Nutritious) - Family Healthy Eating Programme which commenced on the 10th of May. The afterschool cooking sessions were run by the Family Learning Team and supported by Mrs McRae and Mrs Boyd. The parents/carers developed skills in preparing and cooking healthy, nutritious recipes with their children. Recipes included pizza, soup,



scones and chicken curry. During the sessions the pupils enjoyed playing games to raise awareness of the Eatwell Guide, the variety of fruit available and the amount of sugar in different food items. The children were very keen to continue with the sessions and enjoyed 'cooking with mum'. All participants received a cook book and certificate at the end of the programme.

Talent Show

The first ever 'Elderbank has Talent' show, organised by Marion White (DHT) and Ashleigh Malone (PT), was very successful:

- Over 100 pupils in Primary 4-7 auditioned for a place in the final.
- 20 acts performed at the Final show on Wednesday 13th June
- Each act was mentored by a member of staff who took them through their paces in preparation for the final.
- Members of the Pupil Council were involved in auditioning, producing posters and tickets and helping behind the scenes at the show.
- We invited Joanna House (Senior Manager), Robbie Sanderson (Family Link Team), Louisa Findlay (Parent Council) and Mason Chisholm (Pupil Council) to be the judges

The performances were of a high standard and the winners were announced as:

1st Place - George Winters (Saxophonist)

Joint 2nd Place - 'The Cupcakes' singing 'The Cup Song' (Ellie Graham & Mhairi Gillespie) and 'Unicorn Squad' gymnastics group (Carmen Armitage, Zara, Sienna Daly, Keira Clark)

Joint 3rd Place- Katie Sondern & Elise Blakely ('Believer') and Kayleigh McLaren (Ballet dancer).



'Count on Me' Video

Elderbank staff produced a video with a strong message - *Count on Me!*

It was shown as part of the Elderbank has Excellence talent show as a surprise for the pupils.

The response from pupils, staff and parents was very positive and it was uploaded to the North Ayrshire YouTube channel to share our message across the world!



Rights Respecting Schools at Elderbank

Following on from the success of the school achieving their Silver Award, Term 3 and Term 4 have focused on ensuring the school progresses to gaining the Gold Award. Firstly, a Rights Respecting Schools Committee was set up, involving 2 pupils from P3 to P7, Supported Learning and the Hearing Impairment Base to plan, implement and feedback the results of activities to their peers. Prior to this, pupils were asked to complete a short application, describing the skills they possessed which would be useful for the committee. A whole school assembly ensured that every child in the school is aware of the Gold Award and the committee has met to discuss how to move forward in this journey. The group will be fully involved in promoting rights across the school, in particular the next stage which ensures everyone is aware of issues from the wider world, and focusing on 'rights for all' and not simply 'rights for us'.

Potted Sports Supported Learning

Everyone enjoyed our potted sports. The pupils in supported teams. The pupils encouraged each other to participate with target



All participants won a gold who actively participated and parents also saw pupils Rebound Therapy.



learning competed in mixed age and ability skills, ball control skills and on a balance circuit.

medal. The event was well supported by parents also joined us for tea, coffee and snacks. The receiving their awards for progression within

Potted Sports Mainstream

We had a beautiful sunny day and we were able to have our races outside. The event was split over 3 stages infant, middle and upper with senior pupils and house captains leading the teams. Where appropriate pupils from our ASL competed alongside their mainstream friends scoring points for their houses. Activities included hockey dribble, football shoot, hurdles and obstacle relay. The overall winner was Seagate house.



Music Showcase

Mrs Walker organised a musical showcase with pupils from P2-5 along with pupils from the ASL provision. Parents watched pupils singing, performing action songs, and playing percussion instruments. They also watched video films showing lessons with the children rhythmic clapping using plastic cups to maintain the beat. The grand finale was the Radetzky March with percussions and clashing cymbals.

Digital Leaders

The digital leaders have continued to work within the senior school. They have been responsible for the safe storage and charging of laptops and iPads within the senior school. They have also been used to take photographs and film events within the school. They have supported peers to use GLOW and helped set up headphones etc. for online assessments.

The digital leaders were also on-call to offer support on our Digital learning Week where we focused on creating a whole school chain PowerPoint about excellence and staff delivered lessons on internet safety. The leaders have had a role in reporting faults. Faulty equipment is placed in a red box in senior area and an email sent reporting the fault. Next session it is planned to extend these responsibilities across the whole school.

Pupil Council

The pupil council have been continuing to meet regularly. They have been supporting the views of the pupils in their class by discussing points raised in class suggestions boxes and finding solutions. They worked as a team to successfully organise a non-uniform day and various fundraising activities to raise £300.36 for Cash for Kids which was a great achievement! In term 4 pupil council members were heavily involved in supporting with the organisation of 'Elderbank has Excellence' talent show. Some pupils took part in the judging process or helping backstage. They have all been enthusiastic in their role and Miss Millen and Mrs MacFarlane have thoroughly enjoyed working with them.



Library Committee - Term 3 and 4

All our Elderbank pupils were drawn into the world of reading when the Traveling Book Fayre came to visit. From these book sales our enthusiastic readers were able to raise over a whopping £600, to be spent on replenishing the wealth of reading materials we currently have in our Elderbank Library. The Library Committee were on a mission to ensure all pupils had a say in what books were ordered therefore carried out a survey of all pupils from Early Years to Primary 7. After collating this information, the Library Committee placed their order and now excitedly await their delivery!

Throughout Term 3 and 4, our dedicated Library Committee have also continued to work their Tidy Rota, maintain the Library and assist their younger peers on their reading journey.



Trends in Improvement

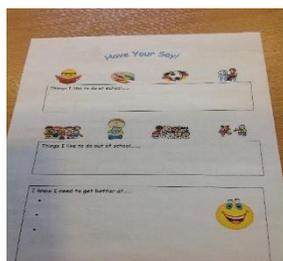
This session we have continued to track the progress of all learners to ensure that our support is allocated to meet their needs. Our trends in performance continue to be positive and through discussions with pupils and staff we have been able to focus our school improvements on Writing, Phonics and building pupil resilience and inclusion which will strengthen pupil performance. Our quality assurance has involved visits to classes to observe learning and teaching, pupil focus groups, meetings with teachers and staff observing each other to identify good practice and areas for development. Across the whole school all staff are constantly learning and encourage this with the pupil.



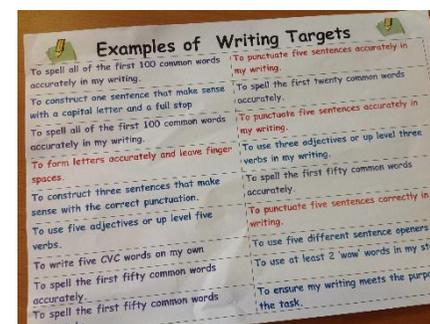
Target Setting - Pupils as Leaders in their Learning

All pupils are now setting targets in Literacy, Numeracy and Health and Wellbeing.

In some classes parents have been involved in helping their child to set a HWB target as part of homework each term and this will be rolled out to all pupils next session.



Feedback from staff and pupils shows that children are more aware of what they need to do to improve and this is having a positive impact on their progress. Teachers regularly discuss targets with their pupils and achieved targets are recorded in their booklets.



Numeracy - Early Years Term 3 & 4

In Early Years the children are using numbers for a purpose and learning mathematical language:

Weighing objects - finding heaviest and lightest

Measuring - using loose parts to find the longest and shortest

Making number sequences - recognising the smallest and biggest numbers.

The outdoor area provides opportunities to develop number skills with new markings on the ground.



Literacy - Early Years Term 3 & 4



The children have been exploring mark-making using a variety of tools indoors and outdoors. The outdoor area provides opportunities for chalking, painting using large tools and indoors the children access activities to develop fine motor skills with a variety of writing tools and different materials. Through 'Phonological Awareness' interventions the children are recognising letters and sounds and can demonstrate their knowledge of these through songs and games.



Early Years

The Early Years have been particularly busy as they have been fully engaged in the School Improvement Developments. They have successfully modified the model for Parent play and stay sessions which have been well attended. There have been a number of Parent Sessions which have included Make and Taste sessions which tied in nicely with the focus on Food Technology across the school and working with parents in the Mainstream to cook with their child. The staff and pupils have continued to develop the outdoor area and have welcomed some new additions. The children are all very enthusiastic when learning outdoors. Parents and Carers enjoyed the Moving Up Ceremony. The children and Parents enjoyed the adventure to Fullarton Woods and the Annual Fun Day. The Pre-School pupils have benefited from the comprehensive Induction Programme to prepare term for Primary 1 and we have welcomed the new children starting Early Years in August and September as part of the Early Years Induction Programme.

All children have benefited from a well-structured and exciting curriculum with the staff having worked alongside the Senior Management Team to invest in new resources to further enhance the opportunities.

Phonics Early Level

Staff have now implemented components of phonological awareness (rhyming, syllables, blending, alliteration, sentences and onset & rime) into daily phonics programme and pupils are more aware of these when reading and writing.

In Early Years interventions continued in term 3 with focus groups to further develop clapping syllables, alliteration and rhyming.

A Working group have developed a progression framework for Early Level which the children will work through. Next session we will develop this further into first level.

Through assessments we know pupils have a better understanding of their phonics and are able to use these skills to help them read new words in their reading books.

In Primary One the 'Jolly Phonics' programme has been implemented to enhance pupils' awareness of sounds through songs and actions. This is also incorporated in the framework.

Oxford Reading Tree Programme has been introduced this session to replace Bug Club in the early stages of reading and the children are motivated by the stories which have captured their imagination. We will be offering literacy workshops to parents next session to engage parents in their child's learning and to show parents how to support their child with phonics at home.

Family Learning Team

Tracy Devlin from the Family Learning Team has been getting involved in school initiatives including the Scottish Book Trust gift bags in P2 and 3. Parents came along to two sessions in February and March, taking part in literacy activities with their child relating to the books the children received. Tracy also supported the Phonological Awareness programme, delivering information sessions to parents alongside the Professional Learning Academy intervention team. As part of the Early Years to Primary One transition programme Tracey attended 'Stay and Play' sessions in Early Years meeting parents of Pre-school children and delivered a short presentation about the FLZ to parents at an Induction Day.



Learning for Sustainability

Developing the outdoors was a key Improvement Priority. Due to staff changes and absence we did not achieve all programme developments that we have planned and we will address this in the coming session. We did however, consult with all stakeholders and have invested significantly in the outdoor area. The pupils have all been involved in deciding on the new additions along with parents, carers and staff. We have recorded the progress and we are looking forward to showcasing the new areas in September at the Open Evening. We are sure everyone will be impressed with the improvements in all areas across the school.



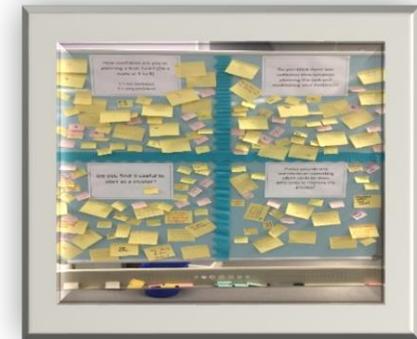
Primary 6T and Primary 6M took responsibility for developing the Cabin built by the UTC Apprentices. This involved measuring, planning, purchasing, designing and painting the Cabin. We are delighted with the final results.

British Sign Language Achievements

We are delighted that a further thirteen members of staff and our Educational Psychologist all gained their SQA Award for BSL Level 1. We also had six Primary 7 children who attended an After School Class and successfully completed the SQA Introduction to BSL Course and have received their first formal qualification from the Scottish Qualification Authority.

Assessment and Moderation at Elderbank

Staff from across all cluster schools met in Term 3 to plan a Rich Task focusing on Literacy, building on the skills acquired from the Numeracy planning task. This planning meeting allowed staff to work with stage partners from all schools to bundle outcomes, ensuring the task mirrored a real life context. Following the teaching of these skills and implementation of the task, staff met to moderate the evidence collated from the pupils. During this meeting staff were also asked to



moderate the process by completing paperwork to evidence whether their task exhibited the skills acquired by the children. Further to this, we collated staff responses to the following questions: Do you think there was sufficient time between planning and moderating your evidence?; How confident are you in planning a rich task?; Do you find it useful to plan as a cluster? and please provide one statement on something which could be done differently to improve the process.

The feedback from this has informed our next steps. In session 2018/2019 staff will plan and implement the task in their schools, submit their pupils' evidence anonymously and moderate rich tasks in mixed groups, across all levels.

Resilience



Teaching staff attended the showing of the film 'Resilience' which raised awareness of Adverse Childhood Experiences (ACEs) and provided some guidance on how to support children who may be exposed to them. The Resilience Working Party also provided training in using the 'Kit Bag' which provides children with a tool to explore their feelings, the feelings of others and create opportunities to build confidence and keep calm. Kit Bags have been purchased for each area and have been used successfully with



small groups of pupils. Senior area staff are currently piloting the use of meditation sessions during breaks to provide opportunities for pupils to reflect on undesirable behaviour and develop techniques in keeping calm. Staff have completed an evaluation of the ICEpack resource which has been used this session. The feedback was positive with pupils gaining confidence in discussing their feelings, considering the feelings of others, identifying needs and setting targets.

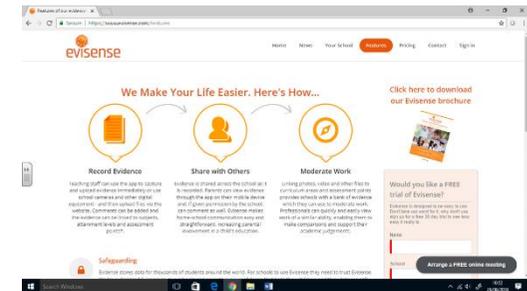
Assessment

The school has made excellent progress in the use of assessment and data to support professional judgement and inform next steps in learning and teaching. Almost all staff have demonstrated increased confidence when using tracking and assessment data to target specific needs of individual pupils. This has been observed during learning walks, peer observations and tracking meetings as well as pupil and teacher focus groups. A more robust suite of assessments has been utilised throughout the year including EY Milestones, PM Benchmarks, SENA Assessments, Early Level Diagnostic Numeracy Assessments, GL Assessments and the new SNSA

Assessments. Data from these assessments has been tracked using the North Ayrshire tracker as well as our own tracking system. Data has been regularly shared with staff and time has been allocated for staff to analyse information to identify data trends. Individual pupil reports have been created and shared while class reports for the new session have been created to support grouping decisions and better inform class teachers of the profile of their new class.

Evisense

We have had a relatively successful year with the introduction of Evisense as a method of communication across all stages. We now have 150 pupils registered on Evisense, representing all 4 provisions within the school. Parents of all pupils with Evisense have been sent an invitation so that they can access their child's account - so far we have had a 40% uptake for this service. Increasing the number of parent users will become a priority next session. Of those parents who do use this service, the feedback has been very positive. It has allowed us to share the achievements of pupils, increase dialogue with parents and carers and improve our pastoral care for pupils.



Numeracy Development

Earlier in the session, the school benefited from an investment in core numeracy resources as part of our Pupil Equity Funding money. Class sets of Cuisenaire Rods, Rekenreks, Numicon, Counters and Ten Frames were bought and distributed. Since then, a member of staff at each stage has been trained in the use of these resources and the learning cascaded to stage partners. Learning walks, focus groups and peer observations have recognised increased consistency in approaches to numeracy across the school. Digital technology has proved to be successful and further licenses have been purchased to improve the use of technology in the class and at home.

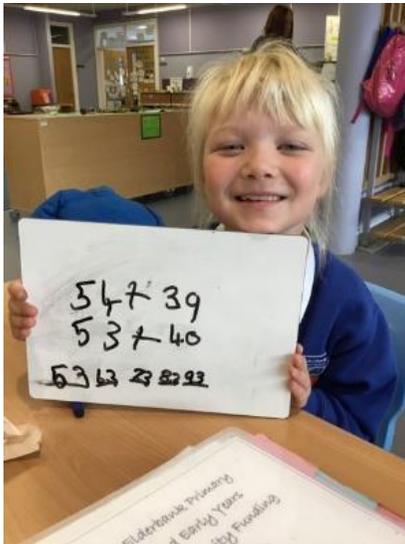
The new numeracy and maths planning sheets have proved successful and have enhanced the transfer of information while ensuring pace, challenge and progression are better catered



for. Next session will see improved links to numeracy and maths across the curriculum as well as providing greater opportunities for outdoor education.

Following discussion with Enhanced Deaf Provision staff and Supported Learning teachers, new numeracy resources have been purchased to support the wide variety of learning needs of our pupils. Many of these resources have a visual or sensory characteristic and have been employed to cater for pupils working at a pre-early level in numeracy and mathematics. Our Supported Learning Provision have also worked collaboratively with the PLA on approaches to Nurturing Number Sense.

Pupil Equity Fund - Update



The first year of the Pupil Equity Funding Initiative has proven to be very successful within Elderbank. Over 100 pupils across all stages were targeted based on teacher judgement and assessment data. Almost all pupils have made progress within comprehension and/or numeracy. This progress has been tracked using data gained from a variety of termly and annual assessments. Pupil targets, evaluations and data have been regularly shared with class teachers to promote consistency in approach and ensure the delivery of the curriculum is specifically tailored to meet the needs of individual pupils. Parent feedback on interventions has been positive and pupil viewpoints indicate that almost all pupils have grown in confidence throughout the year. Pupils have been engaged in their learning, are aware of the progress they have made and are better informed as to what they need to do in order to improve further. Next session will see the integration of PEF interventions with Targeted Support across the school in order to broaden the scale of pupils benefiting from the investment by the Scottish Government while maintaining the level of progress observed this session.