



## Elderbank Primary School, Early Years, Supported Learning and Enhanced Deaf Provision

### Standards and Quality Report 2018-2019



**September 2019**

This report has been prepared to give you information about our progress, achievements and our focus for improvement in 2019-2020.

All current Improvement Priorities are displayed in the Main Foyer and we welcome you to view these at anytime.

**Mrs White and Mr Bleakley**  
**Acting Head Teachers**

## Our School

Elderbank Primary, Early Years, Supported Learning and Enhanced Deaf Provision is situated in the east of Irvine and opened as the result of an amalgamation of three schools in August 2014. Last session our roll was 455 pupils within the mainstream provision, 100 children attended the Early Years over the morning and afternoon sessions. There were 37 pupils attending the Supported Learning Provision in August 2018 and 12 children supported by our Enhanced Deaf Provision. We are proud of our relationships with children, parents, carers and families as well as our links with the local community, which we continue to strengthen. We hope that you find our school to be an inclusive, respectful, caring place where your child can reach their full potential. We value excellence, inclusion, equality and respect to support your child in becoming a confident individual, responsible citizen, effective contributor and a successful learner. We are committed to providing a balanced curriculum which equips our children with skills for learning, life and work.

This report outlines the achievements and developments in respect to our key priority objectives set out in our School Improvement Plan for session 2018-19. Furthermore, highlights of our principal developments, events and successes are shared through our Highlights Newsletters. The Standards and Quality Report and Highlights Newsletters are shared online and are on public display within our Main Foyer. Paper copies are available on request.

The **School Improvement Plan** is a document which sets out the activities we will undertake as a school over the coming session. When writing this document we take into account a number of factors

- ✚ The National Improvement Framework, as set by the Scottish Government and the Directorate Priorities of North Ayrshire Council
- ✚ The development needs of our school and our school community
- ✚ The views of our parents, pupils, staff and partners

**Developments within our Mainstream School, Early Years, Supported Learning and Enhanced Deaf Provision Improvement Plans for 2019-2020 are:-**

### **Mainstream School and Early Years:**

- *Raising Attainment in Reading*
- *Promoting Positive Relationships*
- *Engaging Learners*
- *Developing Problem Solving Approaches in Science, Technology, Engineering & Maths*
- *Giving effective feedback through consistent approaches across the School*

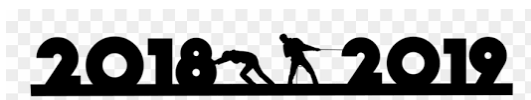
### Supported Learning Provision

- *Development of Thematic Learning Experiences*
- *Enhancing Sensory Experiences*
- *Giving effective feedback through consistent approaches across the School*

### Enhanced Deaf Provision

- *Increased Language Acquisition Through Inclusion & Experiential Practices*
- *Enhancing Communication Strategies*
- *Giving effective feedback through consistent approaches across the School*

These documents are consistently reviewed and evaluated by school staff and the Senior Management Team. We focus on evidence based evaluations and use these to inform our next steps. Our children also contribute to our evaluations and this is led by our Pupil Council.



## Looking Back at our Improvement Priorities for 2018-2019

### Mainstream School

#### Increase Pupil Voice and Personalisation and Choice



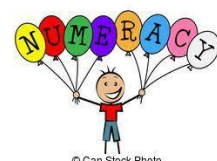
Between September and December, staff facilitated Personalisation and Choice lessons for children across P5- P7. The children were given the opportunity to list their choices and were allocated groups based on this.

From January to April, the children took part in Leadership Groups with each group focussing on skills for lifelong learning and work. These groups allowed all children to be part of a sustainability group of their choice.

The Leadership Groups focused on self-evaluation activities in Term 4, where the children were given further opportunities to offer their pupil voice and gather opinions from across the community

#### Improve attainment in Numeracy and Literacy

P1- P4 staff received training from our Professional Learning Academy (PLA) colleagues and delivered team taught lessons using mathematical skills from Curriculum for Excellence. This acted as a focus for exploring maths pedagogy and the application of maths to raise attainment and close the equity related attainment gap, as well as to impact positively on pupils' attitudes and resilience towards maths.



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Infant staff enjoyed the coaching experiences delivered by the PLA and implemented similar strategies in their daily practice to enhance teaching and learning.

Key to Learning resources continue to be incorporated within the infant curriculum. Story Grammar was the predominant module and staff enjoyed delivering the activities. Pupils responded well and Primary 1 showcased their learning at a parent 'Sharing the Learning' event in March.

There is a clear rationale for the school's approach to teaching grammar. The new grammar skills planners ensure progression of grammar skills from P1-P7 with each stage building on previous learning.

Staff have observed increased pupil confidence levels when teaching grammar skills and shared this through feedback at collegiate sessions and focus meetings with SMT. This is impacting positively on pupils' writing and there has been an increase in confidence, engagement and attainment in writing.

We aim to see further improvements as the skills progression is further embedded into daily teaching practice across all stages in the session 2019/2020.



#### **Develop our Nurturing Schools ethos and inclusion opportunities across the school.**

Through the Restorative Practices working group, staff were upskilled in the promotion of positive behaviour of pupils. Restorative conversations take the form of staff facilitating discussions between pupils. After the discussion, pupils have a better understanding of how their behaviour impacts on others and how better choices can be made in the future. Our Nurture teacher worked with staff to implement nurturing approaches in every classroom. Each class has a 'welcome zone' for pupils who arrive late and a quiet place with a calm box to support pupils who require some time to settle into the work of the class.



## To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy and Health and Wellbeing through a consistent Whole School Visible Learning Approach

One of our Depute Head Teachers and a Principal Teacher led staff in developing learning and teaching approaches through Visible Learning pedagogy. All staff participated in collegiate activities to improve skills and enhance the quality of learning and teaching.

Staff were given opportunities to share good practice with colleagues and now feel more confident in differentiating work effectively to meet all learners' needs, providing a healthy balance of support and challenge.

Information was shared with parents at Parents' Evening about Visible Learning pedagogy. Parent views were gathered on effective learners.

Pupils commented at focus groups that they felt they played a bigger part in their learning with creation of success criteria, choice in tasks through differentiation and focused discussions about their learning.

### Early Years

Within the Early Years the focus for the session 2018-2019 was early literacy skills, outdoor learning, parental engagement, developmental milestones and intergenerational partnerships.

'**Key to Learning**' approach was introduced within the school with the Early Years working in partnership with the Professional Learning Academy to introduce the Story Grammar approach. This has led to a 20% increase of pre-school children attaining the milestone of sequencing the events of a story and 10% increase in pre-school children's ability to retell a story, in comparison with the previous year.

**Outdoor learning** continued to be a key focus of improvement, children, parent/carers and staff worked in partnership to develop and enhance the provision. This included increased opportunities for problem solving and creativity with a large selection of loose parts resources on offer, promotion of risky play experiences and growing/caring for their own produce.

**Parental Engagement** was further enhanced through a range of opportunities for parents/carers to extend their involvement in their child's Early Years' experiences. This included opportunities/workshops including: PEEP, Community PEEP, induction PEEP, 'Come Dine with Me', Make and Taste, termly Stay and Play sessions and Triple P. The sessions were well attended and the feedback received from parent/carers was very positive, providing information to ensure continuous improvement.

A **planning format** that focuses on developmental milestones had a positive impact upon the team's ability to create a meaningful approach to planning for individual children and the overall provision within the Early Years environment. All planning and assessment formats link to the 'Paths of Progression' approach which enabled practitioners to provide differentiated experiences for learners and identify areas for development. This was combined with a workshop for parent/carers, providing information and advice on how to support their children to attain developmental milestones. This was further supported by the introduction of milestones bags which provide resources and guidelines for use at home.

**Intergenerational partnerships** have been formed with a local care facility for the elderly. Weekly visits created reciprocal relationships between the children and the residents of Abbeyfield Care Home. This resulted in increased confidence and improved communication skills for the children and had a positive impact on the residents evidenced through feedback from the staff. We will continue to link with Abbeyfield in session 2019/20.

Success and Impact for learners:

- ✚ Improved attainment of retelling and sequencing of stories.
- ✚ Increased opportunities for loose parts and risky play outdoors.
- ✚ Increased opportunities for parent/carers to become involved in their child's Early Years' experience through parental involvement opportunities.
- ✚ A cohesive and meaningful planning cycle with a clear differentiated approach to meet the needs of all learners.
- ✚ Opportunities to create links within the community and participate in positive intergenerational experiences.

Stakeholder Comments:

*"My child's development has improved greatly since attending Early Years. He is confident, outgoing and forms good relationships. I feel the staff are hard-working and do an excellent job in meeting my child's learning opportunities" - Parent*

*"The Early Years team demonstrated excellent evidence of the innovative practice taking place which is having a positive impact on outcomes for the children who use the service. We found that staff put children and their families' wellbeing at the heart of everything they did. They had successfully established a warm, nurturing and inclusive ethos within the nursery." - Care Inspectorate*



## Supported Learning Provision

The key areas for development in session 2018-2019 were:

### To strengthen and enhance inclusive practices

Development of an Inclusion Model and its subsequent piloting enhanced the inclusive experiences for pupils and the collaborative working practices between Supported Learning and mainstream staff. Principal areas of progress were in the creation of a practice model; sharing the vision with all teaching staff; creation of a planning and evaluation format and piloting the approach.

### To strengthen and enhance quality assurance practices

Processes and documentation were enhanced through: pupil passports incorporating parental input, supporting transition to P1 through collaborative working with early years colleagues; revision of weekly class planners to provide clearer focus on individualised learning; weekly evaluations of progress linked to pupils' targets; pupil targets adapted to support transition to new academic session; development of Individualised Education Plan portfolios, Wellbeing Assessments and Plans incorporated into Team Around the Child documentation.

Parent Comments:

*"I'm pleased with all the hard work you put into teaching and helping my son to grow."*

*"I would like to express my sincere thanks to all the staff within Supported Learning."*

## Enhanced Deaf Provision

The key area for development in the session 2018-2019 was:

### To improve the Enhanced Deaf Provision's Communication Strategy

Our Deaf Role Model, Mrs Boyle, delivered British Sign Language (BSL) formal qualification to pupils through personalisation and choice leadership groups. She delivered weekly BSL sessions to classes in a range of areas including: the alphabet, colours, animals, food, questions, family, handshapes and classifiers, timelines, school vocabulary, seasonal signs and a variety of class topic work.

Pupil Communication Champions were introduced to support the development of BSL across the school. Nine classes benefitted from the input of our Deaf Role Model and Communication Champions. Enhanced Deaf Provision staff were again ably supported by our Communication Champions in auditing the communication friendliness of the school environment. The audit identified key areas of the school that required appropriate BSL signage and information. BSL visual representations were created and placed in key areas across the school. Teachers of the deaf continued to employ and refine deaf friendly assessment formats to appropriately record, track and monitor the progress of deaf learners in collaboration with mainstream teachers.

Parent Comments:

*'Deaf unit and help are AMAZING!'*

*'Keeping us well informed'*

## **Pupil Equity Fund 2018 – 2019 Achievements**

Building on the progress made from the first year of Pupil Equity Fund investment from the Scottish Government, this session we received an equally significant investment in the region of £198,000.

### **The key themes incorporated in the plan included:**

- *A Depute Head Teacher managing assessment and data information to ensure it underpinned interventions and focused on improvements. Also to provide Staff Professional Learning and Targeted Support for pupils.*
- *Pupil Support and PEF interventions would be integrated to maximise the effect in deployment of staff to support pupils.*
- *A Family Learning Teacher to support Parental Engagement across the school with a particular focus on Enhanced Deaf Provision and Supported Learning.*
- *Holiday Programmes for families and sibling groups as well as providing parent/carer support to ensure they can independently support their children's needs.*
- *Senior Early Years Practitioner to provide targeted Numeracy & Literacy input to P1&2*
- *A Classroom Assistant to provide reinforcement of skills in numeracy and literacy for identified Primary 1 & 2 pupils*
- *A BSL Tutor to provide a BSL After School Club to support Health and Wellbeing and Communication for all pupils*
- *Digital Technology to support learning in Numeracy and Literacy including the purchase of licenses and access to digital teaching and support packages, this included promoting parental engagement through the Digital App - Show my Homework*
- *The purchase of Evisense and BSquared profiling to plan individually for pupils with additional support needs. This also helps to track progress and identify next steps in learning*
- *The provision of training for staff in Rebound Therapy to improve the wellbeing and readiness to learn for pupils on a regular basis*
- *The employment of a Children's First Worker 3 days per week to support the Health and Wellbeing of identified pupils.*
- *Access to a Money Advice Worker, supporting parents to manage finances and reduce associated stress, thus enhancing their capacity to support children*
- *Supporting all pupils to access the outdoor learning residential experience offered for Primary 7 pupils and to promote social inclusion, building resilience and skills in living independently with peers*



## **Outcome Highlights**

**Data and assessment** continues to underpin professional judgement as the school continues on its journey to closing the poverty related attainment gap. Across the school, assessment data has been used to drive teaching and planning. Assessments have been carried out at every stage within the school to measure attainment. The results of these assessments correlate with teachers' judgements when tracking pupil progress and have given confidence to staff when making decisions on pupil levels.

**Targeted Support provision** has been more efficient in grouping pupils and targets continue to be refined to ensure delivery of interventions are bespoke to meet needs. Focus meetings, learning walks and classroom observations all indicate that consistency has been improved between targeted intervention approaches and strategies used in class. Pupils' views are sought and monitored throughout the process and a consistent trend of increased confidence and resilience has been observed for most pupils.

**Show My Homework** has now been embedded within the routine of the school day and has been welcomed by pupils, parents and staff.

**School App.** has been well received by parents and the uptake has been significant.

**Evisense** continues to play an important role in communicating with parents. Those who access this respond positively to the service and use this to ensure consistency in approach, share achievements and note concerns.

**Sumdog and Education City** continue to be utilised across the school to varying degrees. Those who engage in these platforms comment positively on the impact this has on pupils and provides pupils with the opportunity to challenge themselves through timed activities of increasing difficulty.

**Key 2 Learning resources** continue to be incorporated within the infant curriculum. Story Grammar has been the predominant module and staff have enjoyed delivering the activities. Pupils have responded well and showcased their learning at a parent event.

**Children 1st worker** has delivered relational based support to further enhance the role that school plays in the welfare and wellbeing of pupils. 1 to 1 therapeutic support has been given to children in order to increase their social and emotional resilience as well as offering them effective coping strategies to support their attainment within school.

**Money Advice Worker** has been able to support families within our community providing financial advice and helping to maximise benefits which families are entitled to but may not have previously been receiving. Following a very successful year, a sum of £38,000 has been gained within the community spread amongst a number of families.