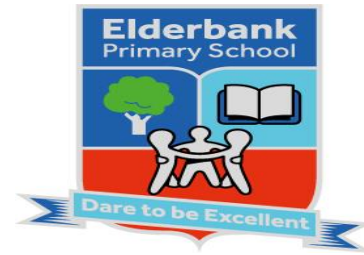




North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



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



[

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

A handwritten signature in blue ink that reads 'Jacqueline G Robertson'.

Head Teacher

OUR SCHOOL

Elderbank is situated in the east of Irvine and serves the communities of Broomlands and Bourtreehill. Our school comprises of a mainstream primary, an early years which caters for 40 pupils in each session – morning and afternoon, an Enhanced Deaf Provision which provides specialist support for pupils placed in the Enhanced Deaf Provision and a Supported Learning Provision (ESR) which supports children with a range of Additional Support Needs. Pupils are placed in the specialist provisions by the local authority placement groups. We encourage positive relationships with pupils, staff, parents, carers, partners and the wider community. Our aim is to equip all of our learners to be successful in an ever changing world.

OUR VISION, VALUES AND AIMS

Vision

At Elderbank we grow and learn together; learners, staff, families and our local community, in a culture of mutual respect to enable all to thrive and reach their full potential in an ever changing and challenging world.

Values

Building our school community is a work of **ART...**

Acceptance

Respect

Teamwork

Aims

To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.

To encourage positive interactions and mutual respect.

To build a curriculum framework that recognises, supports and meets the needs of every child through appropriate, high quality active learning opportunities.

ATTAINMENT & ACHIEVEMENT

The combined attainment in the Mainstream Primary 1, primary 4 and primary 7 for the session 2022-2023 is.

Reading – 74%

Writing – 63%

Listening and Talking – 80%

Numeracy – 76%

Attainment in Supported Learning and the Early Years are based on progress through appropriate milestones.

Overall this is an increase in all curricular areas from the session 2021-2022.

Listening and talking has seen the greatest increase this session and this can be attributed to the Oracy intervention. Reading has also seen an increase and this can be attributed to the investment in reading material in session 2021-2022 through PEF monies. Although there is an increase in numeracy, this is marginal at 1% and we will continue to focus on reviewing in class approaches to maintain a positive increase. Writing has shown an increase in attainment, but there will be a continued focus on supporting writing across the school.

Within Supported Learning, pupils continue to make progress with their individual attainment which is closely monitored. The majority of pupils have achieved their individual targets.

WIDER ACHIEVEMENT

Elderbank Primary is committed to encouraging and supporting wider achievement. There are nine leadership groups available across the school. Eco-Committee, Pupil Council, Sports Leaders, Rights Respecting Schools, Library, Outdoor Learning, JRSO, Digital Leaders and Captains and Vice Captains Committee.

Pupils are elected to these groups. This will be developed further next session with the expansion of leadership opportunities across the school.

Highlights have included, the school gaining its 3rd Green Flag through the hard work of the Eco –Committee and school community. The Sports Leaders have worked well together and they have supported active play with Primary 1-4. Pupil Council planned and delivered a very successful Family Fun Event. Rights Respecting School planned a variety of activities for Article 24: Right to the best possible health for the whole school including Supported Learning. The pupils also ran a very successful competition and have presented at assembly. The JRSOs have been very active in promoting road safety and encouraging safe travel.

The Outdoor Learning Committee have revamped the outdoor classroom to benefit all learners.

Leadership groups have shared their learning and progress with the whole school during assemblies, building their presentation skills and confidence, while encouraging others to join leadership groups in the future.

There has been a wide range of after school clubs targeting pupils from primary 1-7. These have been incredibly successful and well attended. Pupil feedback is positive. Over 50% of the school population have attended the clubs on offer. Both the netball and football teams have represented Elderbank at the Irvine Cluster tournaments with the football team progressing to the finals.

Elderbank has a very successful breakfast club with a daily attendance on average of 65 pupils per day. Wider achievements are celebrated in school, in individual classes and across areas. This will be developed further in the coming session through active pupil participation.

In recognition of the many financial challenges that can be experienced in our community, Elderbank successfully embarked on raising funds through Cash for Kids. This successful initiative supported by staff pupils and the community, placed Elderbank 2nd and they were awarded an additional £2500. The monies are being used to reduce the cost of the school day and provide additional experiences for our learners.

Supported Learning have worked in partnership with a local solicitors to host very successful art showcases. Pupil's work is now displayed in the local branch. Participation in Sportability events has been very successful with pupils engaging and succeeding in sport alongside peers from across Ayrshire. Supported Learning pupils have achieved their silver award in the RSPB wildlife challenge.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT – PRIMARY, ENHANCED DEAF PROVISION AND SUPPORTED LEARNING?

Priority 1 – Cost of the School Day

This is a two year plan and we have created a Working Party. Through careful evaluation we have identified a number of commitments which are embedded in the life and work of Elderbank and contribute to reducing the financial burden placed upon families in relation to the cost of the school day. We now have a clear

focus and commitment to embrace the identified next steps and the consistent implementation of a formal approach.

Priority 2 – Review of Curriculum Rationale and Vision Values and Aims

The curriculum rationale has been devised and agreed by the school community to guide curricular decision making across all stages. This provides a clear entitlement for all learners and promotes a consistent approach across a learners' journey respecting individuals' rights, while providing equity and support.

Refreshing of the School Vision, Values and Aims in recognition of the changing needs and profile has given the current school community ownership of these which will ensure a clear focus in the session 2023-2024.

Priority 3 – Oracy (Improving Talking and Listening Skills)

Listening and Talking skills are now taught explicitly across all stages and this has improved the attainment for the majority of learners. The development of progression pathways for listening and talking skills ensures a clear focus for improvement in this area for all learners. Quality assurance activities involving pupils has identified an increased confidence. Improvement in attainment alongside rich professional dialogue has confirmed the success of this priority.

Priority 4 – Play Pedagogy

The school environment in Primary 1 and 2 has been developed to ensure high quality play experiences based on the interests and needs of the learners. These experiences are available for all. Play experiences have been well received and have had a positive impact on the social communication of our infant pupils.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT – EARLY YEARS

Priority 1 - *To support attainment and achievement across all areas of language and communication.*

Training has supported and developed practitioners understanding on how to promote and further children's communication skills. Development of a communication friendly environment which is inclusive for all our learners. Intensive interaction training and input from the speech and language team has supported strategies for our children who may have a communication barrier. The SEYP and EEL have provided individual children with targeted support through their everyday play to support and enhance attainment across all areas of language and communication.

Priority 2 - *To re-establish positive relationships with families and engage them in the life of Early Years following the restrictions in place from the pandemic.*

To re-establish positive relationships with our families we have provided opportunities for them to engage in our delivery of parent groups, which have been available throughout the session. These have included stay and play events to mark memorable occasions, health and wellbeing walks, a block of PEEP and family consultations. Daily dialogue and information sharing whilst bringing and collecting their child has provided valuable opportunities to build positive rapport and enhanced reciprocal communication.

Priority 3- *To develop enhanced approaches to play pedagogy with a focus upon quality interactions, a stimulating environment and high quality experiences.*

The introduction of Froebelian principles and a play pedagogy approach has enhanced the early year's provision. The learning environment is inclusive for all learning stages and captures children's interest, sparking curiosity and developing their creativity and problem solving skills. A key focus has been on positive, meaningful interactions and building practitioner's confidence and skills to embed a nurturing approach. Adaptations to the organisation and practitioner deployment within the Early Years has enabled and supported the delivery of a responsive approach, allowing us to meet the needs of individual learners and embed a free flow approach.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation : Very Good

All staff have participated in school improvement. Staff have allocated roles and responsibilities and consultation takes place with all members of the school community. Family evaluations were positive and had a return rate of 37%. This is a significant increase from an average return rate of 11% previously across the school. All staff, pupils and carers were consulted on the School Vision Values and Aims along with the Curriculum Rationale. We have increased the opportunities for Continuous Lifelong Professional Learning for all staff.

QI 2.3 Learning, Teaching & Assessment

Evaluation : Good

Our ethos of our school reflects a commitment to children's rights and promotion of positive relationships. We are targeting pupil resilience, engagement and pupil interaction to develop a more consistent which will include the views of the learners. Our teaching is underpinned by our new vision values and aims. Our pupils have opportunities to exercise choice in their learning and this will be further developed. We use assessment data to inform next steps in teaching and learning in addition to supporting teacher professional judgement to confirm and inform pupil attainment. All staff participate in school moderation which has had a focus on Inter disciplinary learning this session. This will be further developed through Digital Technology next session. We have well developed processes to track monitor pupil progress. Currently pupils exercise choice in their learning and pupil participation next session will focus on enhancing and developing this further to include meaningful target setting and pupil led planning.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Very Good

At Elderbank we place wellbeing at the centre of everything we do to ensure we improve outcomes for children and families. Almost all staff are committed to promoting positive behaviour and positive relationships in the classroom and around the school. Well-developed plans are in place to support pupils with individual needs including targeted interventions for social and emotional wellbeing. Staff operate a proactive approach to any pupil concern and we work collaboratively with families and partner agencies.

Through personalisation and choice offers In P4-7 we have offered opportunities to explore equality and diversity further. We have also focussed on increasing awareness of the needs of all children across the school.

Outdoor spaces are used effectively by all pupils. Staff have participated in a range of professional development in relation to outdoor learning to further enhance the overall wellbeing of pupils.

QI 3.2 Raising Attainment & Achievement

Evaluation: Very Good

The majority of learners have made very good progress and attainment across most stages in the school has risen. Combined data demonstrates that we have raised attainment over time in literacy, numeracy, reading and writing supported by assessment data, robust tracking information and effective interventions. Learners continue to build skills over a wide range of activities and take increasing responsibility for their learning while building on previous achievements. We continue to promote equity and equality. Our most disadvantaged learners continue to benefit from PEF funding and data shows that the poverty related attainment gap within Elderbank continues to reduce.

Learners continue to build skills over a wide range of activities and take increasing responsibility for their learning while building on previous achievements. We continue to promote equity and equality. Our most disadvantaged learners continue to benefit from PEF funding and data shows that the poverty related attainment gap within Elderbank continues to reduce.

PUPIL EQUITY FUNDING

Pupil Support

Over the course of this academic year, 93 pupils have received pupil support in an aspect of literacy and/or numeracy. We have offered direct teaching interventions from our PEF funded Pupil Support Staff which have included the "Learning Framework in Number", "TRAiL" and "Boosting Reading". There had been an intention to offer "Talkboost" as an intervention but this was superseded by an Oracy input in conjunction with the North Ayrshire Professional Learning Academy.

As well as offering direct teaching interventions from Pupil Support Staff, we also offered responsive team teaching within classes. We supported literacy and writing groups as required and offered support to staff in terms of advice on

strategies for individual pupils to ensure consistency, recommendations for teaching resources and support with the delivery of key assessments.

The joint approach between PEF funded Pupil Support and class teaching has seen our attainment improve particularly within reading and listening and talking across the school. Numeracy attainment continues to perform well and although writing has seen an improvement since last year, it still sits behind other curricular areas and as a result, will become a greater focus next session.

Assessment and Data

In relation to the poverty related attainment gap, having seen this grow following the effects of Covid and lockdown, current data from P1, P4, and P7 shows that PEF funding is having a positive impact on closing this gap. We have reached a stage where the gap is at the lowest we have seen since pre-lockdown in numeracy, writing and listening and talking while in reading, those within SIMD1-10 have, for the first time out performed those in SIMD 3 – 10.

The delivery of assessment has once again provided Elderbank with a rich data set for all pupils. Teachers have interrogated data for their pupils and used this to identify gaps in learning, direct teaching and highlight individual pupils who would benefit from support or extended challenge. The impact of this is improved efficiency in delivery which has helped to increase pace of learning at most stages, increased accuracy in groupings for reading and numeracy and improved professional judgement in attainment of a level across all stages.

Pastoral Support

Our PEF funded Pastoral Support Teacher has provided nurture, care and support to pupils who are experiencing emotional and social difficulties caused by trauma, toxic stress, anxiety and change and loss. Equipping our pupils with coping strategies and tools has empowered them to be in a better place to learn and achieve success.

We have implemented the Glasgow Motivational and Wellbeing Profile as a Health and Wellbeing assessment tool, targeting groups of P5 and P6 pupils. Data shows improvement for all pupils across the wellbeing indicators. The degree of progress made varied from incremental to significant.

Our Pastoral Support Teacher has provided advice to colleagues in supporting behaviour within the classroom by ensuring the classroom environment is set up effectively to meet individual pupil needs. The CIRCLE resource has been used as a guiding document, providing an autism and dyslexia friendly classroom where pupils feel safe and included within a differentiated setting, including an accessible calm area where time can be taken to self-regulate.

Health and Wellbeing CLPL opportunities have been offered to Class Teachers and Support staff through the delivery of training such as Children Experiencing Distressed Behaviour, Nurture Principles, Change and Loss, Restorative Practice, Attachment, PACE and Emotion works. This ensures that colleagues are equipped with the knowledge and skills to be able to support pupils who are experiencing big emotions with adults acting as co-regulators.

Our PST has also worked closely with parents/carers and HCSP to address poor attendance and social anxieties around coming to school. This ensures that the best level of care, support and communication is in place to improve pupil outcomes.

Nurture Provision

This year we have supported 6 pupils in our core morning group and have been able to support a further 6 pupils in the afternoons, 3 of which were able to transition back to class support towards the end of the session.

Boxall Profiles carried out throughout the session have shown a marked improved in social and emotion skills. The children are more able to articulate their feelings and they have built strong relationships with adults and their peers in the Nurture Room. They are now using these skills to build positive relationships with other children in the playground and in their class. They have been able to experience positive interactions and this has helped increase their confidence and self-esteem. Two children successfully completed LIAM Intervention. They found this experience very useful and they learned lots of strategies to help them cope with challenging situations.

"I am glad I did this as it really helped me. I enjoyed the relaxation afternoon where we got to try out things that would help us relax. My suggestion would be to do this as part of every session as I really enjoyed it. I hope you do this in the future because this has helped me and could help more people." (P7 Pupil)

"I used to hate coming to school on a Monday and I went home angry and upset, but now I don't. Every Monday I come home happy from school because of L.I.A.M. I have more friends now because of SF. We became friends due to doing LIAM together and now she has introduced me to her friends. I have lots of friends now." (P5 Pupil)

The Nurture Room has been open from 8.45am every morning for any child who finds it challenging coming into school. Nurture staff are available to meet pupils and support them to have a more positive start to their day. Some children continue to regularly attend while other children, who feel they have now

developed strategies to cope with challenging mornings, are able to go straight to class. This has been very successful and parents and children have commented how this has helped them.

The Nurture Room has also been open at lunchtime to help children who find the lunch room / playground challenging. They can eat their lunch with the Nurture staff. Some then go out to play, while others want to stay in the Nurture Room and have quieter sessions. This is very flexible and the children decide when they need to access this support. Nurture Staff have also supported in the playground at break time, encouraging children to play positively together and teach them games that they can play together.

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1

To improve digital technology skills across the school and early years to enable learners to transfer skills for learning, life and work and develop high quality moderation across the school and cluster.

Priority 2

To improve the quality of learning targets for all children to support attainment and achievement.

Priority 3

To continue to develop and embed high quality opportunities for pupil participation and leadership.

Priority 4

To increase language acquisition by providing a contextualised programme appropriate to the needs of Deaf learners.