



**Elderbank Primary, Supported Learning and Enhanced Deaf Provision**



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**STANDARDS AND QUALITY REPORT**

**June 2024**

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.



Head Teacher

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| **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 Supports 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. |

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| **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…**  **A**cceptance  **R**espect  **T**eamwork  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. | |

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| **ATTAINMENT & ACHIEVEMENT** |
| The combined attainment in the Mainstream for Primary 1, Primary 4 and Primary 7 for the session 2023-2024 is:  Reading – 72%  Writing – 61%  Listening and Talking – 80%  Numeracy – 73%  Overall this is a slight decrease in all curricular areas except Listening and Talking, from the session 2022-2023. Numeracy has seen the largest decrease from 76% to 73% of pupils attaining. Next session we will be focussing on raising attainment in numeracy and maths through consistent approaches in planning, assessment and the delivery of strategies within the classroom.  Attainment in Supported Learning and the Early Years is based on progress through appropriate milestones.  Within Supported Learning, pupils continue to make progress with their individual attainment which is closely monitored. Most pupils have achieved their individual targets.  Within the Early Years, children continue to make progress through the milestones or individual targets. There has been a reduction of around 30% in the number of pre-school children who have achieved all their milestones in literacy, numeracy and health and wellbeing this session in comparison to 2022-2023. This is a focus for improvement next session. |

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| **WIDER ACHIEVEMENT** |
| Elderbank Primary is committed to encouraging and supporting wider achievement. All learners in the mainstream and EDP and some in Supported Learning participate in a leadership group. Our leadership groups for P3-P7 learners are Eco-Committee, Pupil Council, Playground Leaders, Rights Respecting Schools, Library Committee, Outdoor Learning Leaders, JRSO, STEM Ambassadors, BSL Champions, Charity Committee, Digital Leaders, Kindness Club, School Newsletter Committee and Maths Ambassadors. P6 and P7 learners also have the opportunity to be voted into the role of House Captain and House Vice Captains. P1 and P2 learners are involved in leadership groups to develop their zones of play within the infant department. This has been an improvement priority this session and the feedback from learners has been very positive.  A particular highlight for our school community this session was being awarded the Sport Scotland Gold School Sport Award. This celebrates our wide range of sport based after school clubs, our participation in local sporting events and our sport leader opportunities. This session, 84% of pupils have been involved in sporting activities. This has increased by more than 50% since session 2021-2022 when only 33% of pupils engaged in sports.  We continue to offer a wide range of after school clubs for pupils in P1-7. These have been incredibly successful and well attended. Pupil feedback is positive and continues to shape the clubs on offer for future sessions. Over 52% of the school population have attended the clubs on offer this session.  Our infant department have worked hard this session to achieve their bronze award in the RSPB Wildlife challenge.  Elderbank has a very successful breakfast club with a daily attendance on average of 42 pupils.  Wider achievements are celebrated in school, in individual classes and across areas. This session we have introduced a monthly wider achievement assembly where children from P1-7 have the opportunity to share their learning and skills development and these can be celebrated as a school community.  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, resulted in Elderbank raising £3262.81. All money raised is being used to provide additional experiences for our learners.  Supported Learning pupils have enjoyed exploring the local community this session. They have also been very active, participating in Sportability events across the year. |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?** |
| **Priority 1 – Progressive digital technology and moderation**  A working party was created with representatives from across mainstream and Supported Learning. Through careful staff evaluation, the group created a plan along with the Senior Leadership Team and Professional Learning Academy staff to upskill teachers and classroom assistants via training delivered in school. Teachers and pupils took part in lessons led by professionals focusing on coding and Green Screen technology, promoting engagement in Literacy and Numeracy while showing pupils how these skills are used in the world of work. Pupil evaluations showed these experiences to be worthwhile. A digital representative from each cluster school worked collegiately to devise a framework to ensure a consistent approach to Digital Technology is apparent across all schools, this is being rolled out in draft form and will be evaluated next session, along with the Digital Learning Policy and Cyber Resilience and Internet Safety Policy.  **Priority 2 – Learning targets to improve attainment**  This is a two-year plan and we have created a working party and adopted a professional enquiry approach. Through careful research into best practice, we have delivered professional learning opportunities for teaching staff. Learning intentions and success criteria are now shared explicitly across all stages. This has helped children to talk about their learning and identify their targets or next steps in learning. Quality assurance activities have shown consistency across classes and increased confidence from teaching staff. After gathering staff feedback, we now have a clear focus on our next steps to embed high quality teaching and learning experiences in the session 2024-25 with a focus on co-constructing success criteria and effective differentiation.  Within the supported learning department, we are now in our second year of using the LIPS Planners to track pupil health, behaviour, communication and their individualised learning plan with agreed targets. Targets are set across 4 terms and transition with pupils to the next teacher to ensure continuity. The LIPS document is well established within the department and pupil targets shared with parents as part of TAC reviews and via our Seesaw App.  **Priority 3 – Pupil participation and leadership**  All pupils from Primary 1 to 7, including some pupils from Supported Learning, have been involved in cross stage leadership groups. Pupils have played an active role in leading an area of improvement and have presented their progress at a whole school assembly. Evaluations from staff and pupils show a positive response to the new approach. Almost all learners from a pupil focus indicated an increased confidence in presenting to others, organisation and teamwork skills.  All pupils from Primary 1 to 7 have had opportunities to suggest learning experiences and develop skills linked to their interests. Pupils have been involved in 6 week blocks of Personalisation and Choice activities. Pupil evaluations indicated that almost all pupils benefitted from learning a new skill of their choice and enjoyed working with pupils from a range of stages. After each block, staff and pupil views were taken into consideration to improve outcomes in relation to activities, time scales and organisation. Overall, this was viewed by almost all participants as a positive learning experience which we are keen to continue next session.  **Priority 4 – Language acquisition for Deaf learners**  Within the Enhanced Deaf Provision there is now a clearer focus on improving language acquisition for Deaf learners through the carefully planned programme of experiential learning. The progress in language acquisition has been measured using a range of formative assessment approaches which evidence an increase in language acquisition and learners being able to use acquired language to communicate more effectively with peers and staff. Learners learning in their own community with their Deaf peers has supported increased confidence. Feedback form parents and carers has also been very positive in relation to the increased confidence and ability to share between home and school and in particular as part of the Team Around the Child Meetings. |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT (EARLY YEARS)?** |
| **Priority 1 – Progressive digital technology and moderation**  A digital technologies co-ordinator was identified to work with the school co-ordinator to support the maintenance and distribution of digital technology. A rationale for the use of digital technologies in the Early Years has been established. Due to staffing constraints, the introduction of enhanced digital learning experiences has not been achieved as yet.  **Priority 2 – Learning targets to improve attainment**  EYPs have received initial training in the completion of SCERTS in Action plans. They were supported by local authority colleagues and have all had the opportunity to create and review SCERTS in Action plans for identified pupils. This will continue next session to ensure a consistent approach to target setting is in place as there are changes to the staff team.  **Priority 3 – Improved interactions based on children’s interests.**  This was a focus for practitioner enquiry and all EYPs engaged with current research to support their interactions with individual children to best meet their needs and support their interests. As there are changes in the staff tram next session, this will continue to be a focus whilst working collaboratively to best meet the needs of all learners. |

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| **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 a clear understanding of the context of Elderbank and the challenges our community faces. The school team and partners work collaboratively to provide bespoke support packages and interventions. There is a strong commitment to reduce the cost of the school day and reduce the poverty related attainment gap. Elderbank has a positive ethos and is a nurturing environment, where almost all staff provide quality learning and teaching experiences which promote attainment and achievement. We are committed to active pupil participation and promotion of children’s rights as we are a Gold Rights Respecting School. We have increased the opportunities for personalisation and choice and Leadership across the school. Elderbank has a strong focus on self-evaluation through a range of approaches to encourage appropriate planning of improvements for all provisions within the school. This reflects our commitment to understand the schools place within our community. | |
| QI 2.3 Learning, Teaching & Assessment | Evaluation : Good |
| The values and ethos of our school reflects a commitment to children’s rights and positive relationships. The majority of pupils are encouraged to be active participants in planning and leading their learning. Most pupils in our school are engaged in their learning. Pupil views are sought, valued and acted upon. The ongoing developments of a play-based pedagogy (EY-P3/2) promotes curiosity, independence and problem solving skills. Improved use of digital technologies enriches the learning experiences of most pupils. We monitor our learners and the environment closely and adapt to suit individual needs. | |
| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation: Very Good |
| We continue to place wellbeing at the centre of everything we do at Elderbank. We are committed to endeavouring to improve outcomes for our learners and their families. With investment in whole school nurture and pastoral support we have shown our commitment to breaking down any barriers to learning and providing a range of purposeful interventions to support all aspects of wellbeing. Collaborative and focused work has allowed planned interventions to meet the need of learners who have been identified to be in need of .Almost all staff are committed to promoting positive behaviour and positive relationships in the classroom and around the school. Almost all staff operate a proactive approach to any pupil concern and we work collaboratively with families and partner agencies with a clear focus on improving outcomes for learners.  The further enhancement of the personalisation and choice offers to now include Primary 3 to 7 learners has provided more opportunities for skills based learning. Pupil feedback has been positive and the children feel included in process of designing and selecting the range of activities on offer. The introduction of focused lunch clubs for pupils has ensured we are continuously meeting the needs of learners across the day. Increased attendance at the Breakfast Club has been positive for learners and provides a Healthy Start. Elderbank was awarded the Sports Scotland Gold Award for pupil participation in Physical Activity and Sport out with the core curriculum. This is testament to the range of clubs on offer for all learners before school, at lunchtime and after school. | |
| QI 3.2 Raising Attainment & Achievement | Evaluation: Good |
| The school has many strategies in place to raise the attainment of our learners with a particular focus on our most disadvantaged young people. Most learners make steady progress from their prior levels of attainment in literacy and numeracy. The school has many strategies in place to raise the attainment of our learners with a particular focus on our most disadvantaged young people. Most staff are confident in analysing data in order to make professional judgements and identify next steps. | |

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| **PUPIL EQUITY FUNDING** |
| **Pupil Support**  As well as offering direct teaching interventions from Pupil Support Staff, we also offered responsive team teaching within classes. We supported literacy & numeracy 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.  In house CLPL has been delivered in numeracy and this will remain as a focus moving forward next session. All of this contributes towards offering the best possible support for our most disadvantaged pupils and positively contributes to our ultimate aim of reducing the poverty related attainment gap.  **Assessment and Data**  This session has seen further improvement in the management and availability of data to track the profile of the school, support the identification of key trends and ultimately signpost SMT and teaching staff to areas which require further improvement. PEF has allowed time to be spent analysing data and compiling information to build a more accurate picture of where we sit as a school, identify areas of strength and help pinpoint next steps. Professional dialogue around this has led to planned strategic changes for the 2024/25 session with a review of the assessment calendar, intended improvements to focus meetings, the requirement for further moderation across stages and training for staff in the interrogation of data to improve teaching and learning along with increased accuracy of professional judgement for achievement of a level.  **Pastoral support**  Our PST 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. The use of the CIRCLE resource will be a focus for all staff next session.  Mental 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. The PST has also delivered workshops on Positive Relationships to parent/carers.  The PST has worked closely with parents/carers and HSCP 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**  All children who attend Nurture are much happier coming to school and attendance has been very good. Some previous Nurture children who sometimes find coming to school challenging can access the Nurture room from 8.45 am, where we support them to join their mainstream classroom, when they are ready to do so.  Boxall profiles are completed 4 times per year to monitor progress and set targets. These results indicated that one child was able to transition into his mainstream class after the mid-February break. In discussions with his class teacher, he has settled well and is making good progress, especially in literacy and numeracy. At the beginning of term 4, Boxall profiles indicated that four more children were ready to begin to transition into their mainstream class. They have started a 6 week transition program and this will be completed before the end of this session.  There have been a noticeable reduction in distressed behaviours since Term 1. The Nurture provision is flexible and has had a positive impact on all children accessing the provision. All Boxall Profiles indicate significant progress in most areas. |

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| **IMPROVEMENT PLAN PRIORITIES 2024-2025** |
| **Priority 1 –** To raise attainment in numeracy and maths through consistent approaches in planning, assessment and the delivery of strategies within the classroom.  **Priority 2 –** To improve the quality of learning experiences for all learners through effective planning, assessment, feedback and quality assurance.  **Priority 3 –** To improve the learning environment across the school and strengthen staff skill set to best meet the needs of individual learners and raise attainment.  **Priority 4 –** To improve Deaf learner confidence and skill in using functional communication and social skills in a hearing world. |