

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



### **STANDARDS AND QUALITY REPORT**

**June 2025**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Miss J 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 48 pupils from 09:00 – 15:00 each day, an Enhanced Deaf Provision which provides specialist support for a maximum of 12 pupils and a Supported Learning Provision, 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...

A

Acceptance

R

Respect

T

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 for Primary 1, Primary 4 and Primary 7 for the session 2024-2025 is:

Reading – 72.4%

Writing – 60.3%

Listening and Talking – 80.4%

Numeracy – 69.2%

This session has seen a drop in attainment within writing and numeracy despite accurate use of tracking data, increased staff confidence in professional judgement and strategic approaches to improve attainment within these areas of the curriculum. We acknowledge that a number of factors contribute to this drop in attainment and have made robust plans to tackle this decline, mapped out in detail within the 2025-26 SIP.

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. The number of children achieving their milestones has made a decline this session, but this can be qualified through the increase in number of pupils within the cohort who have additional support needs, with 27% of pupils with individual support plans in place.

There have been four temporary exclusions in the session 2024-2025 involving three pupils. This is an increase from session 2023-2024 where there were three temporary exclusions. At Elderbank everyone is committed to positive inclusion and exclusion is a last resort where the safety and good order of the school is compromised.

The attendance average until May 2025 was 92.85% which is slightly lower than the North Ayrshire Council average of 93.1%. As a school we are committed to promoting attendance and following the NAC Attendance Policy. We continue to use a range of strategies to encourage good attendance and make reasonable adjustments to the curriculum for pupils who require support to attend school

There continues to be a focus on improving attendance as the attendance is below the national average.

## WIDER ACHIEVEMENT

Wider achievements are celebrated weekly during our Monday Meet Assemblies, where pupil effort and success are recognised and valued. All pupils from P1 to P7 have had the opportunity to participate in a diverse range of after-school clubs, including judo, badminton, football, netball, arts and crafts, and Signing Choir. These clubs are well attended and supported by dedicated staff volunteers, Sports Leaders from Greenwood Academy, and tutors provided through Active Schools. The Active Schools team has worked closely with Supported Learning and Enhanced Deaf Provision to ensure inclusive access to enriching experiences such as Boccia, water sports at Castle Semple, climbing at Kilmarnock Climbing Centre, and music tuition from Drake Music.

Leadership Groups have empowered pupils to develop key skills and lead initiatives such as Eco Schools, resulting in the award of another Green Flag. The Rights Respecting Schools group continues to drive whole-school and Early Years engagement. Notably, pupils have been recognised for their citizenship with the Frances Dolan Award from the West of Scotland Deaf Children's Society.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

### **PRIORITY 1 – Raising attainment in Numeracy**

We have recognised that there has been a slow but noticeable decline in numeracy and maths attainment over the years. This session saw numeracy and maths return as a priority on the SIP. The year has been used to gather stakeholder views and undertake professional enquiry in order to identify ways in which we can positively affect the delivery of mathematics within Elderbank. It has become clear that we need to change our approaches to planning for teaching and learning experiences, as well as improving the overall quality and consistency in pedagogical approaches across all stages. With the imminent arrival of the new maths curriculum provided by Education Scotland, we will introduce new planning documents next session to help practitioners plan for quality learning experiences, encouraging breadth, depth and challenge set within real life contexts.

We have also agreed to establish practices linked to “The Thinking Classroom”, an approach which promotes independent thinking, problem solving and resilience. We have identified the need for improved CLPL opportunities for staff to support the introduction of these changes and will quality assure progress through a range of supportive processes next session including peer observations, moderation and assessment.

### **PRIORITY 1A: Raising attainment in Numeracy (Early Years)**

Staff focus meetings with the leadership Team highlighted consistency in language and target setting across the early level team, with staff able to identify pupils who could act as leaders of learning. EYPs were supported by the SEYP in setting appropriate numeracy targets, and the introduction of benchmarking tools, along with DHT guidance, helped inform professional judgements for transition data.

CLPL on “Numeracy in the Environment” enhanced the quality of learning experiences, while a numeracy transition project led by the Principal Teacher, Senior Early Years Practitioner, and Excellence and Equity Lead promoted professional dialogue and leadership opportunities for P1 learners.

Although moderation was not completed due to staffing changes, it remains a priority for session 2025–26 to ensure consistency. Overall, 74% of pupils achieved numeracy milestones independently.

### **PRIORITY 2 – High quality teaching and learning experiences for all**

Through focused discussions with SLT, all staff demonstrated increased confidence in making professional judgements on Achievement of a Level, supported by the assessment calendar, benchmarking tools, and CLPL on data analysis. Quality assurance folders reflect greater consistency in focus meeting dialogue and improved identification of next steps, positively impacting learners.

However, whole-school attainment data from 2023/24 to 2024/25 indicates a decline in expected levels:

- Reading: ↓ 8%
- Writing: ↓ 5%

- Listening & Talking: ↓ 8%
- Numeracy: ↓ 11%

SLT analysis highlights the need for a renewed focus on Literacy and Numeracy, which will be prioritised in the 2025/26 School Improvement Plan.

Attendance across key stages remains below the 95% target (P1: 92.58%, P4: 93.08%, P7: 89.71%), impacting attainment. In particular, low attendance in P7 has adversely affected progress. This will be addressed next session in line with updated council policy.

All staff consistently embed learning intentions and success criteria, evidenced through observations and documentation. PASS survey results revealed a gender gap in pupil attitudes, with boys reporting more negatively, especially in P4–7. In contrast, P1–3 pupils displayed more positive engagement. Most pupils could articulate their next steps during SLT focus groups.

Personalisation and Choice blocks offered to all P1–P7 pupils showed:

- 74% enjoyed the experience
- 66% learned a new skill

Leadership group engagement was similarly positive, with:

- 75% enjoyment
- 67% of pupils leading learning or developing a new skill
- 100% of staff observing positive impacts on the school community

SLT will review timing and structure of these experiences to better align with core literacy and numeracy priorities. Development of Developing the Young Workforce will also be progressed further by P7 staff next session

### **PRIORITY 3 Meeting individual learner needs**

Teaching staff engaged in three collaborative sessions with the DHT and Educational Psychologist exploring the CIRCLE resource, leading to positive environmental changes for individual learners, as reflected in focus meeting dialogue. An introductory assembly and values-focused inputs helped embed a shared ethos, with pupils showing increased confidence discussing and enacting school values. A “Values in Action” charter and ambassador initiative is set for launch in August 2025.

Pre- and post-training questionnaires showed increased staff confidence in supporting autistic learners, particularly around communication and classroom engagement. While PSA confidence in supporting transitions was lower, feedback from those working with the Outreach Team indicated improved capability across all areas, including transitions.

A whole-staff Trauma-Informed Practice workshop supported a consistent and compassionate approach to learner wellbeing.

### **PRIORITY 3A: Meeting Individual Learner Needs Action Plan (Early Years)**

Time to Talk meetings identified key areas for development in supporting autistic learners, particularly those with ASD. In response, all staff engaged in in-service training with EYIST in September, with over 80% reporting increased confidence. More than half expressed interest in ongoing consultation with EYIST and Educational Psychology to further embed consistent practices.

Further training, including “We Are Expecting You” and environment-focused sessions, reinforced a whole-school approach. These sessions highlighted existing good practice and led to meaningful environmental adaptations, supported by ELC coordinators and specialists.

Targeted pupil observations demonstrated clear links between planned targets and learner experiences. EYPs collaborated with EYIST to review and set new individual targets, supporting smooth transitions to P1. Communication passports were developed for identified children, promoting consistent language use across settings.

Staff accessed Professional Learning on SCERTS and effective interactions, enhancing their ability to support communication and emotional regulation. As a result, pre-school children achieved 74% of Numeracy, 76% of Literacy, and 87% of Health & Wellbeing targets, reflecting the positive impact of targeted support and professional learning.

### **PRIORITY 3B: Meeting Individual Learner Needs**

The SCERTS working party focused on developmental stages during collegiate sessions, leading to more accurately set communication and language targets for individual learners. As a result, 78% of learners achieved all communication targets.

Staff confidence has increased, with 90% able to identify communication stages and 71% reporting a sound understanding of the SCERTS model. Teachers and EYPs have successfully identified learners’ communication profiles: 33% Social Partners, 30% Language Partners, and 37% Conversational Partners.

Regulation support has also improved through SCERTS-informed practice and a focus on developmental play pedagogy. This has contributed to a reduction in CALM physical interventions from four incidents in 2023–2024 to two in 2024–2025.

### **PRIORITY 4 EDP Improving Deaf Learner Confidence**

Targeted support through SmiLE Therapy has led to measurable progress in learners’ functional communication skills. All learners showed improvement in the Communication Skills Checklist, with evidence captured in anonymised outcome graphs stored on OneDrive. Almost all learners maintained their progress at review points, and clear next steps were identified to support ongoing development.

Therapy groups were adapted throughout the year to reflect individual needs. Completed modules included ‘Requesting and Refusing in an Office’ and ‘Clarification Skills’. Current focus areas include ‘Requesting and Refusing’ scenarios across settings such as a

shop and dining hall, with an emphasis on generalising these skills throughout the school environment.

Although the Parent Group training was initially cancelled by the provider, it was rescheduled, and interim engagement was maintained through shared targets via Seesaw. In Term 4, "Tea with the Teacher of the Deaf" videos were shared with parents, offering valuable insights into their child's potential in using functional language within a hearing world. Feedback from families was positive.

Staff continue to build their confidence in selecting and analysing appropriate assessment tools to further enhance the impact of interventions.

Learner voice remains central to this work. Pupils confidently articulated their experiences and were able to transfer this skill across contexts, including engagement with external agencies. Pupils are now being further challenged to reflect on newly acquired skills and identify areas of difficulty.

Strong partnership working was established with the West of Scotland Deaf Children's Society, British Deaf Association, and Active Schools. Collaborative work with these agencies involved pupils and families in developing a list of Deaf Role Models and capturing pupil aspirations as a baseline for personal growth. Regular evaluations by pupils informed planning, and their learning journey will culminate with a creative collaboration with the Ayrshire Deaf Society, where pupils will share their ambitions through artwork with Deaf elders.

#### QUALITY INDICATORS

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

QI 1.3 Leadership of Change

Evaluation

**5 Very  
Good**

All staff have a strong understanding of Elderbank's context and the challenges faced by our community. The school team works closely with partners to deliver tailored support packages and targeted interventions. There is a clear, shared commitment to reducing the cost of the school day and narrowing the poverty-related attainment gap.

Elderbank fosters a positive and nurturing ethos, where almost all staff deliver high-quality learning and teaching that supports both attainment and achievement. As a Gold Rights Respecting School, we are dedicated to promoting children's rights and encouraging active pupil participation.

We have expanded opportunities for personalisation, choice, and leadership across all stages. A strong culture of self-evaluation is embedded through a variety of approaches, ensuring meaningful and informed improvement planning across the school. This reflects our ongoing commitment to understanding and responding to the needs of our school community.

QI 2.3 Learning, Teaching & Assessment	Evaluation	<b><u>4 Good</u></b>
<p>The values and ethos of our school demonstrate a strong commitment to children's rights and the promotion of positive relationships. A majority of pupils are actively involved in planning and leading aspects of their learning, with most demonstrating high levels of engagement. Pupil voice is consistently sought, respected, and used to inform practice.</p> <p>Our continued development of play-based pedagogy from Early Years to P3 supports curiosity, independence, and problem-solving. We closely monitor both learners and learning environments, making responsive adaptations to meet individual needs. We have placed a strong focus on the learning environment and moderation to improve the teaching and learning experience for pupils.</p>		
QI 3.1 Ensuring Wellbeing, Equality & Inclusion	Evaluation	<b><u>5 Very Good</u></b>
<p>At Elderbank, wellbeing remains at the heart of our practice. We are committed to improving outcomes for our learners and their families through a strategic focus on whole-school nurture and pastoral support. This investment reflects our dedication to removing barriers to learning and delivering purposeful, targeted interventions that address a broad spectrum of wellbeing needs.</p> <p>Collaborative and data-informed approaches ensure that interventions are planned effectively to meet the needs of identified learners. Almost all staff demonstrate a strong commitment to fostering positive relationships and promoting positive behaviour throughout the school. A proactive approach to pupil concerns is evident, with effective collaboration between staff, families, and partner agencies to support improved learner outcomes.</p> <p>We have expanded opportunities for personalisation and choice to include all pupils from Primary 2 to 7, increasing access to skills-based learning. Pupil feedback indicates that learners feel valued and involved in shaping their learning experiences. The introduction of targeted lunch clubs further supports engagement and wellbeing throughout the school day. Increased attendance at our Breakfast Club has also had a positive impact, offering learners a healthy and supported start to the day.</p>		
QI 3.2 Raising Attainment & Achievement	Evaluation	<b><u>4 Good</u></b>
<p>The school implements a wide range of targeted strategies aimed at raising attainment, with a particular emphasis on supporting our most disadvantaged learners. Most pupils demonstrate steady progress in literacy and numeracy from their prior levels of attainment. Staff are increasingly confident in using data to inform professional judgements and to plan appropriate next steps in learning.</p> <p>However, recent data indicates a decline in attainment, particularly in numeracy and writing. This trend is being closely monitored, and further interventions are being developed to address these areas of concern.</p>		

## **PUPIL EQUITY FUNDING**

Elderbank's PEF plan for session 2024–2025 was shaped by robust self-evaluation and aligned closely with the school's identified priorities. The plan was diverse in scope, with a strong and clear focus on reducing the poverty-related attainment gap. Targeted support in literacy and numeracy, underpinned by SMART targets, led to measurable improvements in attainment for identified pupils.

The Principal Teacher played a key role in coordinating the plan, supporting staff in assessment and data analysis—a role that will continue into session 2025–2026 to ensure consistency and impact. Early Years pupils transitioning to Primary 1 benefited from a bespoke transition programme led by the Senior Early Years Practitioner, with tailored support for those with additional support needs.

The plan also included Rebound Therapy for pupils with complex needs, offering therapeutic support that enhanced wellbeing and engagement. Additionally, pastoral support provided to identified pupils contributed positively to their emotional wellbeing and improved engagement with learning. A detailed impact summary is contained within a separate PEF Impact Summary which is available.

## IMPROVEMENT PLAN PRIORITIES 2025-2026

The Improvement Plan Priorities detailed cover all for provisions at Elderbank and build on the Improvement Priorities from session 2024-2025 as part of the three year cycle to ensure depth, progression and sustainability.

### **PRIORITY 1 – Deaf Learner - Smile Therapy Parental Engagement**

- Raising attainment in communication skills through targeted intervention.
- Improving parental engagement in learning, particularly for pupils, who are Deaf.
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### **PRIORITY 2 Raising attainment in Numeracy**

- To raise attainment in numeracy and mathematics through consistent approaches in planning, assessment and the delivery of strategies within the classroom and Early Years.

### **PRIORITY 3 - Raising attainment and improving consistency in writing for all pupils in Primary 1 to 7**

- Building staff confidence and capability in teaching writing and using national benchmarks.
- Enhancing staff use of data to inform planning, track progress, and support learner achievement
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### **Priority 4 - Meeting individual pupil needs through the SCERTS framework and Sensory Profiling**

- To embed and extend the use of the SCERTS framework in planning and assessment by developing sensory profiling tools, refining assessment practices, and strengthening collaboration with families, ensuring responsive support for the evolving needs of learners.
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### **PRIORITY 5 – Improving Pupil attainment and achievement**

- To rebalance the curriculum to ensure consistent, high-quality learning in core areas, while embedding inclusive practices and progression pathways that meet the diverse needs of all learners, including autistic pupils.
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### **PRIORITY 6 : Meaningful Parental Engagement in Early Years to increase attainment and achievement**

- To enhance early literacy and numeracy attainment by fostering meaningful parental engagement through structured weekly sessions, milestone-based home learning activities, and enriched learning environments, while addressing individual wellbeing needs identified through pre-admission and baseline assessments.