At Glenbervie School this session...

Visiting our local farms	Christmas Nativity	Scots Poetry
Kodaly Showcase	Archie in Africa Day	Forest School
Cross Country Challenge	Glasgow-Scottish Book Awards	Badminton Sportshall Challenge Winners
Spring Show	P7 Show	Scottish Parliament

...and much more!

Standards & Quality Report

2015/2016

Glenbervie School

School Road
Drumlithie
Kincardineshire
AB39 3YS
Tel: 01569 740236
Fax: 01569 740042
Email: glenbervie.sch@aberdeenshire.gov.uk
Website: www.glenbervie.aberdeenshire.sch.uk

Aberdeenshire
COUNCIL

The School in Context

Glenbervie School is located in the village of Drumlithie, just south of Aberdeen, a mile west of the A90 Aberdeen-Dundee road. The school's catchment area is the village of Drumlithie and the surrounding rural area.

The school itself has records dating back to 1873 and, in addition to the original building, a cabin extension has been added.

The school benefits from access to a large park area opposite the school, which includes a play park and multi-purpose all-weather court.

Outdoor learning is key in the delivery of our curriculum. The school is fortunate to have easy access to an area of woodland and a large school garden; 'school@theharvey'. An outdoor classroom area – the M.O.L.E. Zone (Multi-purpose Outdoor Learning Environment) covers a significant area of the existing playground and provides a very good facility for learning outdoors.

The school had 65 pupils in three classes in session 2015/16. There are five full and part-time class teachers, and a teacher provides additional support for learning one-and-a-half days per week. There is also a part-time Administrator, Clerical Assistant, and three Pupil Support Assistants.

There are strong links with parents and the local community, including a very supportive Parent Council (Glenbervie School Partnership).

Pre-school education is provided at Mearns Pre-School or at nursery classes within local primary schools.

At the end of P7 the majority of pupils transfer to Mackie Academy, which has 10 associated feeder schools as part of the Stonehaven Children's Services Network (CSN)

Key Development	Progress during 2015/2016
Curriculum for Excellence - Literacy (Reading & Writing) - Numeracy (Number Sense) - Science and Technologies - Modern Languages	• Development of comprehension resources, including identification of 'higher order questions' for reading texts and implementation of Active Literacy startegies snd Benchmarking • Staff training - Big Writing and Moderation of writing use Scotish Criterion Scale. Number Sense training to develop Mental maths skills. • Digital Skills Passports rolled out and furtheriPad implementation with Apple TV– staff and pupil training • 1+2 Project (Modern Languages): All staff participated in in-service training. French beingembedded with aplanned approach throughout the school. Staff trained as ambassador of 1+2
Getting it Right for Every Child - Additional Support Needs, Transition and Respecting Diversity - Recognition of Achievement - Rights Respecting School, Eco School and SportScotland Awards	• Increased pupil awareness of dyslexia (Dyslexia Week) and Dyslexia tool kis made up for each class. • Young Careres resource shared and used throughout school at appropriate levels. • Read & Write Gold Champions trained (P4-7 pupils) • Started work on Resilance and looked at Mindset & Bounce back reource to increase positive learning. • The 'Praise Slip' and Shared Value Awarfds has been well received and links into our Univef RRS 1 work. • The Eco Group applied for our fourth Green Flag with a presentation about the destruction and rebuild of Harvey Garden. in the Autumn. They also receiveda Woodland Schools Bronze Award. • The Rights Respecting Group gained their Level 1 award and the SportScotland committee have applied for 'Goldr' status. • The Health group received their Cycle Friendly status.
Self-Evaluation - Professional Update - Effective Practice in Learning, TeachingAssessment - Standardised Assessment	• Teaching staff familiar with the Standard for Full Registration and the process for Professional Update using the MyGTCS site and Standard of the week. • Curriculum Rationale and Attainment Strategy developed by pupils, parents and staff. • Further opportunities for staff to liaise with colleagues from other schools (profiling and developing pupils' reflective dialogue) • Training for staff to make better use of INCAS to discuss impacts on learning and next steps.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016/2017

Leadership & Management
Self- Evaluation for Self-Improvement
- Collaborative approaches with staff, parents, community and cluster.
- High quality Professional dialogue and CPD for staff
- Planned Moderation with cluster primary and secondary schools.
- Pupils taking lead role in groups & contributing to improvements.

Curriculum
Literacy
- Development of Big Writing throughout school & use of common Assessment grids.
- Literacy transitions between primary & Secondary- cluster working.

Numeracy
- Improved approaches and further CPD on mental maths to raise attainment in this area
- Transitions between primary & Secondary- cluster working

Technologies
- Continue to Implement Digital Literacy Passports for all stages and upskill staff where necessary.

Modern Languages
- Continue to implement 1+2 in accordance with local strategic policy and working group recommendations

Learning Provision
Effective Practice in Learning, Teaching & Assessment
- Use Aberdeenshire Council Frameworks alongside Glenbervie documents to promote consistency across school and cluster.

Learning Visits
- Further opportunities to team teach, Peer observe and share learning across school, cluster school and academy.

Recording
- Further enhance tracking procedures by target setting (CfE Levels) by class teachers and trial new formats to ensure consistency.

Standardised Assessment
- Further training on the use of the results of standardised assessment to support effective learning and teaching. Support programmes planned with Early Intervention in mind.

GIRFEC in Aberdeenshire
- Continued familiarisation with GIRFEC in Aberdeenshire approaches and related documentation
- Continued whole-school awareness of Additional Support Needs and ways of providing support by focussing awareness raising on learning and/or physical disabilities.

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- An inclusive approach is evident; with mutual respect and care central to our ethos and Curriculum Rationale. As a Level 1 RRS school this approach is embedded.
- Individual, group and class achievements are celebrated on the Pupil Noticeboard, 'Well Done!' boards, Praise Slips, Shared Values Awards and at assemblies.

Our key strengths in this area are

- The school's shared values are at the centre of our ethos. These values are explored at Reflective Assemblies. Pupils and staff nominate pupils for a Shared Value certificate.
- The school is committed to the Values underpinned in their School Charter and having gained Level 1 RRS Award are embedding further as continue journey to Level 2.
- Themes of equality, inclusion and the promotion of diversity are embedded in programmes of study and explored at assemblies.
- The school supports a wide range of charities each session. Pupils study the work of these charities and the impact our fundraising efforts will have.
- All staff are trained in child protection and supporting a range of additional support needs.
- Pupils have had opportunities to learn about a variety a learning difficulties, the impact they have on individuals, and ways to give support. Dyslexic Toolkits are available in every class to support all children.
- The school has a widely recognised inclusive ethos.

We have identified the following as priorities for improvement in this area

- UNICEF's Rights Respecting School Award – continue towards Level 2 and embed further.
- All staff to continue to develop awareness of GIRFEC principles and approaches.

Key
Evaluation – Excellent -outstanding, sector-leading   **Very Good** - major strengths
Good - important strengths with some areas for improvement   **Satisfactory** - strengths just outweigh weaknesses   **Weak** - important weaknesses   **Unsatisfactory -** major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance   Good

QI 2.1 ~ Learners' Experiences   Very Good

In arriving at these evaluations, we considered the following evidence

- Tracking and monitoring documentation.
- Assessment results (including InCAS).
- Pupils' engagement in learning activities is evident during classroom observations and learning visits.
- Feedback from pupil and parent questionnaires indicates that pupils enjoy school and that the school organises lots of enjoyable learning activities.
- Feedback from Staff using GTC Standards and Collegiate Discussions.

Our key strengths in this area are

- Tracking procedures enable us to carefully monitor pupils' attainment and assists identification and monitoring of pupils requiring additional support.
- Pupil groups and reflective dialogues encourage pupils to become more confident and contribute more to the life of the school as they progress through the stages.
- Pupils contribute very well to the life of the school and their achievements are shared and celebrated.
- Friday Activities and House Activity days are some of the ways in which pupils are able to 'specialise' and make choices about the activities they participate in.
- Outdoor learning has been a key focus throughout the school with high quality Forest School Learning throughout year.
- Co-operative learning and Positive Mind-set approaches are being explored with strategies evident in many classroom activities.

We have identified the following as priorities for improvement in this area

- Continue to participate in cluster moderation exercises to support appropriate assessment of pupils' attainment with more links with both pre-school and secondary.
- To further develop pupil perspective away from Fixed mind-set and use reflective profiling throughout school as part of our mproved Reporting.

2. How well does out school support children to develop and learn?

Evaluation

QI 5.1 ~ The Curriculum | Very Good |

QI 5.3 ~ Meeting Learning Needs | Good |

In arriving at these evaluations, we considered the following evidence

- Programmes of study support the principles of a Curriculum for Excellence.
- Clear Curriculum Rationale that underpins all Learning.
- All teachers have very detailed documentation to support the planning and delivery of experiences and outcomes. Aberdeenshire Frameworks in place.
- Existing support plans for pupils show that very good progress is being made in meeting targets/action points.
- A detailed timetable of transition events from pre-school to P1 and P7 to S1 is in place.
- Parents and Community consultation.

Our key strengths in this area are

- The school has a strong thematic approach with identified links between curricular areas.
- Curriculum Rationale and Attainment Strategy identify clear direction and next steps.
- Pupil Parliament meetings and Pupil working groups are some of the ways in which pupils are involved in making decisions affecting them.
- Parents have participated in a range of workshops and Curriculum Open Days to gain an insight in to Curriculum for Excellence.
- An early intervention approach is evident.
- Programmes to support pupils including Digital programmes are in place where appropriate e.g. Read, Write, Gold, FRIENDS for Life, Circle of Friends, Catch-Up Reading, Toe-by-Toe etc.
- Support for pupils and families is provided by a wide range of multi-agency specialists.
- Development of Young Play Leaders to support our younger pupils develop social interaction skills at playtimes.
- Improved Links with Pre-school settings and the beginning of a more collaborative approach with both curricular and pastoral transitions.

We have identified the following as priorities for improvement in this area

- Continue to work at cluster level with primary and secondary colleagues to improve curricular transitions.
- Improved Framework of Reporting to Parents.
- Use Aberdeenshire Frameworks more effectively including a consistent approach.
- Continue to implement Digital Literacy Passports at all stages and upskill staff.
- Continue to implement the 1+2 initiative (Modern Languages)
- Promote a consistent approach to writing by using BIG Writing.
- Raise Mental maths attainment levels by using Number Sense approach and further CLPD for staff.

3. How does our school improve the quality of its work?

Evaluation

QI 5.9 ~ Improvement Through Self Evaluation | Good |

In arriving at these evaluations, we considered the following evidence

- Quality Assurance procedures; including the contents of 'Questionnaires', 'Classroom Monitoring', 'Class Reviews' and 'Monitoring of Pupils' Work' sections from file.
- Feedback from parents and other Stakeholders.

Our key strengths in this area are

- Self-evaluation procedures are based on HMIe and Aberdeenshire Council guidance.
- The school's Quality Assurance Calendar is systematically implemented.
- The school regularly seeks the views of pupils, staff and parents via questionnaires.
- Teachers use a range of approaches in the course of everyday teaching to self-evaluate effective learning and teaching.
- Teachers regularly carry out self-evaluation exercises on an agreed area linked to the school development plan.
- Pupil attainment and impact of additional support strategies are evaluated at termly meetings.
- Accreditation schemes are used to support improvement e.g. Eco School Award, Rights Respecting School, SportScotland School Sports Award.
- Learning Portfolios, the Lifeskills Award Scheme, Pupil Noticeboard, Praise Slips and Yearbooks are some of the ways in which achievements are celebrated and monitored.

We have identified the following as priorities for improvement in this area

- Extend learning visits to include greater opportunities to team teach, visit classes in own, neighbouring schools and colleagues in the secondary sector.
- Impact of our Self-evaluation is communicated through "You said, we did"
- Further staff development on interpretation of assessment data. Better understanding of Standardises Assessments & teacher judgment to create a full picture of attainment and progress.
- Review procedures for evaluating progress in learners' achievements