

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR



Glenbervie School



LAST UPDATED: 30 August 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

1. Context of the School

Every pupil has a right to an Education- (Article 28 UNCRC)



At Glenbervie we strive to be a fully inclusive learning community aiming for the highest standards of achievement in work, life and play.

At Glenbervie Primary we recognise our unique location at the heart of the Mearns.

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.

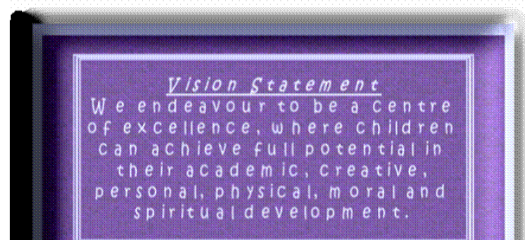
The school itself has records dating back to 1873 and, in addition to the original building, a cabin extension has been added.

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.

Vision, Values & Aims

Our Aims and Mission Statement have been compiled in consultation with the children, parents and staff of Glenbervie School. (Updated August 2016)



Vision Statement

We endeavour to be a centre of excellence. Where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development.



Mission Statement

Our aspiration is to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Our school motto....

Our Shared Values At Glenbervie School
we value Responsibility, Fairness, Respect, Honesty and Care.



'Amor Proximi'



School Aims

In pursuit of the above we have the following School Aims that are designed to make clear to the children how they can achieve and are embedded within the United Nations Charter of the Rights of the Child (U.N.C.R.C.) as we are a Rights Respecting School. Articles 28 & 29

<u>School Aims</u>	<u>We're aiming for...</u>	
1. To engage young people in the highest quality learning activities	<i>High Quality Learning</i>	
2. To focus on outcomes and maximise success for all learners	<i>Success for All</i>	
3. To develop a common vision across young people, parents and staff	<i>A Common Vision</i>	
4. To foster high quality leadership at all levels	<i>High Quality Leadership</i>	
5. To work in partnership with other agencies and our community.	<i>Partnership with Community and Others</i>	
6. To work with parents to improve learning	<i>Partnership with Parents</i>	
7. To reflect on our work and thrive on challenge	<i>Enjoyable Challenges</i>	
8. To value and empower our staff and young people	<i>Everyone Feeling Valued</i>	
9. To promote well-being and respect	<i>A Caring Environment</i>	
10. To develop a culture of ambition and achievement	<i>An Ethos of Achievement</i>	

Ethos of the school and wider learning community

We base our ethos on the work of the UNCRC Articles and embed a Rights Respecting School approach through all areas in the school. Teachers and staff know that positive relationships and the climate for learning in a school, its values, its ethos and its life as a community are essential starting points for successful learning. The wider life of the school, activities such as assemblies, community events and school projects, make an important contribution to the development of the four capacities, helping to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are: buddying, membership of pupil parliament and sub-committees, undertaking responsibilities and playing a part in decision making.

An ethos of open, positive, supportive relationships promote a climate where pupils feel safe and secure. Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.



Opportunities for personal achievement

Opportunities for personal achievement, planned through the school, enrich the life experience of learners. Taking part in activities such as performances, community or enterprise activities and trips plays an important part in widening our pupils' horizons and developing confidence. We also respond to the personal interests and aptitudes of learners through clubs, community, charitable and fund-raising activities. Some of these activities are voluntary for learners and are organised as 'extra-curricular' opportunities. However, they play a major part in creating opportunities for individual growth, progress and achievement. We have therefore developed ways of making these experiences available for all learners, including our Lifeskills Award Scheme. Recognition of rewards is made publicly, during assembly for personal achievements and successes. At assembly we will have the opportunity to share our Praise slips and Shared Values awards. Similarly in class, all pupils on a weekly basis have a chance to share their "Good News" with the class and have this information displayed in class or on the noticeboard. This highlights to the children that we value the contributions that they make both in and out of school and that we recognise them as individuals with different skills, talents and interests. Our house competition allows us to recognise many achievements. Achievements are shared with our parents through our Snapshots, Learning Profiles, Home-school diaries, face book and Twitter pages and of course Termly Newsletters and website updates.



Teaching and Learning

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum.

A wide range of **teaching strategies** are implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. To this end we adopt a variety of pedagogical approaches to ensure our curriculum is interesting, engaging and child centred. For instance children are involved in individual tasks, group tasks, practical tasks, games based activities or activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. All children are expected to achieve their very best, set high yet realistic targets for themselves and they are supported to work at a level that challenges them. At Glenbervie School we aim to create a powerful learning environment. We are aware of the importance of physical factors on learning and aspire to be motivational teachers who influence the self-motivation of all pupils by using the identified approaches. We aim to cultivate an environment in which a perceived failure is turned into a positive learning experience. We proactively plan opportunities through Health & Wellbeing lessons for children to explore and reflect upon their attitudes and values. Our curriculum at Glenbervie

School is designed to develop the whole child, encouraging our pupils to become confident individuals, responsible citizens, successful learners and effective contributors.

Learning is a process with a start point and from that any number of end points, depending on what a child is learning and what stage of learning they are at. Where learning is at its strongest a child is either developing or mastering new knowledge. Our drive is to identify, support and challenge all of our pupils at all stages of their learning to maximise their individual potentials.

We have a responsibility to provide all of our children with a Broad General Education from pre-school to Primary 7, whilst preparing them for their S1-S3 Broad General Education at secondary school.

Alongside many of the Stonehaven Cluster schools, we deliver our Expressive Arts, Social Studies, Science and Technologies Outcomes and Experiences on a three year rolling programme. The themes used to deliver these are appropriate for the pupils, families and community at the time of teaching.

As well as sharing the Learning Intentions and Success Criteria, teachers discuss learning with groups and individuals, allowing them regular time for reflection. This provides children with opportunities to talk about their learning and understand what will help them continue on their learning journey. The teacher carefully records this learning so they can monitor and facilitate progress. These records then inform future planning.

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes. The overall purpose of assessment is to support learning. Staff at Glenbervie School use a variety of formative assessment techniques in teaching the children how they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child is the Scottish Government's programme that aims to improve outcomes for all children and young people.

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. The eight wellbeing indicators are:

Safe Healthy Achieving Nurtured Active Responsible
Respected Included



Support for Learners

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. If a pupil is identified as requiring additional support then pupils, parents and staff are involved in helping identify specific needs and what intervention support strategies are appropriate and developing support plans as appropriate.

The majority of children who require support will be supported through the use of staff and resources available within the school. On occasions it is necessary to work in partnership with other agencies e.g. school doctor, educational psychologist, intervention and prevention teacher, pupil support worker, Child and Family Mental Health, social work, health visitor.

Partnerships

It is a community that works in partnership with the school to enhance the learning and experiences of our pupils. As well as the Close links with our local farming communities and businesses such as East Coast Viners, Castleton and Macphie of Glenbervie allow improved learning provision and have positive impacts for the young people and families in our community. As a result of effective partnerships our learners have access to extended learning pathways through which they are developing skills for learning, work and life.

On entry to Primary One the team at Glenbervie ensure a pro-longed induction process where both children and parents are invited to induction events. In tandem we also work with our many Early Years settings to provide some partnership working to allow joint delivery of the Early Years Curriculum. This allows, even at this early stage some consistency in assessment approaches and expectations. Our programme offers staff, children and parents the opportunity to collaborate so that mental, emotional, social and physical needs are met within our setting.

Similarly, as our pupils move on from Glenbervie, most transfer to Mackie Academy for S1. An existing well established, yet dynamic programme called "Aiming For High" exists allowing pupils from all our cluster schools to join their peers to prepare for transition. The programme offers both pastoral and curriculum support to learners, whilst allows staff the opportunity to engage with colleagues to ensure continuity and progression is made.



We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. We pride ourselves on our Open Door Policy and increased parental engagement in the children's learning. The partnership, help and support from parents is strengthening leadership at all levels within our school.



SIMD

Analysis of the **SIMD data** shows that no child at Glenbervie Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Glenbervie Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

PEF Funding

The use of the **PEF** will be targetted towards further improving the high quality of learning and teaching across the school and ensuring all pupils achieve their full potential. This will be done by engaging as a cluster and school in the Visible Learning Programme and resourcing appropriately. Some of the funding will be targeted to create and resource our Breakfast club to further strengthen and support our families and community. The school has a clear commitment to excellence and equity and values the learning of all children.

Overall strengths of the school

The strengths identified by our parents and staff in June 2017:

High quality, active learning experiences

At Glenbervie School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences both within and out with the classroom.

There is a great sense of community and community support which enhances our learning experiences, strong positive relationships with local businesses and the wider world of work.

High levels of performance

Our pupils in Glenbervie are making very strong progress in their learning across all curricular areas with high performances within literacy and numeracy, especially in mental maths. Outdoor Learning and the importance of Health and Wellbeing promotes the positive progress in learning at Glenbervie.

The inclusive and nurturing ethos

Glenbervie prides itself on it's open door policy and the supportive, nurturing relationships that characterise the school. The children benefit from high quality care and support. The staff treat pupils as individuals and give attention to personal needs of the child. Glenbervie has a warm and friendly environment, with lots of parents willing to help.

Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly

understood that it is everyone's right to feel safe, valued and included. This is supported by our Rights Respecting Schools agenda, Restorative practice approaches, engagement in Growth Mindset and our Bounce Back Resilience programme.

The quality of support provided

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

The engagement of all staff, pupils and partners in improving the school.

Staff, pupils and parents at our school demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners.



2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4 - Good
(HGIOS?4 1-6 scale)

Overview:

- The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values.
- Staff have been committed to taking lead roles in school improvement initiatives such as outdoor learning, 1+2, emerging literacy project and developing number sense to benefit outcomes for all our young people. All staff are reflective and ambitious to improve the school. They are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion in staff and school development.
- Pupil voice is a strong feature of the school's approaches to self-evaluation. Children give their views about the school as part of committees, pupil parliaments and take responsibility for improving aspects in all areas of school life.
- Staff are engaging with HGIOS4 and relevant Quality Indicators used to inform collegiate discussions, monitoring, observations and evaluations.
- Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities. Much of the Planning and assessment is done collegiately to promote moderation and Professional Dialogue.
- Engagement with all stakeholders through a range of evaluation methods e.g. Meet the Teacher evenings, open afternoon, survey and questionnaires; comments/concerns slip etc.
- Staff engage with professional learning/CLPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Children and young people are engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, Reflective Journal and our Pupil Parliament Sessions.

1.3 Key strengths:

- Strong, collegiate, effective self- and high quality Professional dialogue has resulted in improvements in performance across the school.
- At the heart of our school is our own vision, our values and commitment to learning.
- Continual Professional Development empowers all staff resulting in increased outcomes for all Stakeholders.

Identified priorities for improvement:

Staff

- Head teacher to lead further engagement with NIF Priorities and Drivers, HGIOS4 QIs and GTCS Standards to ensure staff are equipped to take forward quality self-evaluation.
- In line with Education Scotland and Aberdeenshire Authority requirements, monitor our tracking of wider achievement and the impact it is having on individual learners.
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.

Pupils

- Children to be given a greater understanding of reflective language to help identify how they are doing and set next steps.
- Pupils to lead developments through Pupil Parliaments, giving all the opportunity to experience leadership. Feedback more regularly on progress and next steps.

Parental/ community engagement

- Through consultation and following feedback continue to develop our reporting system for sharing learning with parents.
- Parents to be given a greater understanding of the Resilience work and Curriculum Developments through open events, meetings, and Parent Partnership leaflets.
- Continue to explore ways of involving the wider community in self-evaluation.



Continuation sheet:

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In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Extend confidence and effectiveness in use of HGIOS4 for collaborative Self-evaluation.</p> <p>Use HGIOS 4 challenge questions to help shape thinking and promote reflection during collegiate work.</p> <p>Staff and Parents when working with children use Reflective Language Prompts.</p>	<p>Self -Evaluation activities are clearly planned in QA Calendar. Reactive and reviewed regularly throughout year so immediate next steps and impact can be seen on teaching and learning.</p> <p>High quality professional dialogue between all support staff, teachers and HT regularly. Time planned for this in collegiate calendar at school and cluster level means immediate action can be taken to improve learners experiences.</p> <p>Planning is a working document. Collaborative approach with all partners to evaluation activities. Meet with staff, Parent council, community links & working groups within cluster to plan improvement activities. Impact will be that all feel they have contributed to changes, improvements and next steps.</p>	<ul style="list-style-type: none"> • Feedback & opinions from all stakeholders following engagement event and/or reacting to an incident or an issue. By June 2018 all stakeholders will have contributed to improvement planning. • Use of Impact & Self- Evaluation Flowchart forms to guide discussions. • All class teachers to engage learners in regular evaluation activities focusing on their own learning. • Self-Evaluation on meeting agendas/minutes and clearly recorded including the So what? Impact question. • Photos/Displays and events instigated by pupils • Pupil's able to use reflective language and evidence in journals and in discussion with staff and parents. More confident in this by Dec2017.
<p>2. Improve use of attainment data to raise attainment</p>	<p>Analysis of attainment data forming a coherent part of planning for improved learning</p> <ul style="list-style-type: none"> - Progress and attainment improved for all learners - Teachers be more confident in using data too impact on planning and reviewing more regularly next steps. 	<ul style="list-style-type: none"> • Staff will be confident in using data results to inform planning by collegiate working and Professional dialogue- evidenced in planning and through QA monitoring by May 2018 . • Analysis of and response to data consistently integrated into learning across all classrooms by September 2018

<p>3. Engaging all stakeholders including Parents and Community</p>	<p>Productive partnerships with parents, other schools in cluster, services and a range of contacts in the local community.</p> <p>Community benefit of shared liaisons offering shared knowledge and partnership working between groups, staff and pupils.</p> <p>Pupils will have understanding of some local business partnerships, what they can offer and may build links for work experience in further education.</p>	<ul style="list-style-type: none"> • As above feedback and opinions from parents will be sought at all reporting and shared learning events. • By December 2017, will have engaged with local groups such as DIG (Drumlithie Improvement Group), DEC (Drumlithie Events Committee) and shared our school news in the local publication Skite News. • Engage and have some evidence of partnership working with local businesses through photos or DYW agenda. • Parent partnership work through our World of Work Week and feedback on information leaflets.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 4 Good

(HGIOS?4 1-6 scale)

Overview:

- The majority of learners achieve the expected level or above the expected level for their ages and stage within Curriculum for Excellence. Most recent figures from June highlight an increase in attainment in Maths. Reading and Writing attainment has been sustained.
- Staff are engaging on Visible Learning project as part of Collegiate calendar to improve learning and teaching.
- Staff have high expectations of the children and will plan to meet their needs. There are positive, respectful relationships in evidence across all areas of the school.
- The everyday language used across the school links clearly to a rights respecting ethos.
- Wider achievement is celebrated with the Good News Board and at assemblies.
- All staff plan appropriately in order to meet needs and the Aberdeenshire frameworks/benchmarks and Education Scotland Benchmarks are used to plan effectively.
- Planning meetings with HT focus on purpose of plan and impact of assessment. Tracking document recently revised but tracking used throughout the year. Attainment is a focus of improvement plan and tracking used as part of the process to monitor progress. Literacy, Numeracy and Health & Wellbeing are tracked across the school. This information is reviewed regularly through professional dialogue and contains predicted levels.
- Detailed quality assurance calendar that identifies responsibilities is shared with staff and monitored by Head Teacher, including tracking of progress.
- There is a wide range of extra-curricular opportunities for all pupils to become engaged in. Pupils run lunchtime clubs, act as buddies, organise playground games, take responsibility for equipment and resources.
- Technology is widely used across the school in all classes on a daily basis to enhance learning opportunities. Staff are engaging in Digital Leaders Programme and plan to take forward with pupils this session.
- Staff discuss progress with children on a regular basis, allowing both sides to identify next steps. A range of methods of assessment are employed The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know

what to do in order to be successful. Staff have a genuine interest in the children and as a result are aware of backgrounds and needs.

- ASL support is targeted and fluid across the school. There is effective engagement with other professionals.
- Appropriate information shared at different transition points.

2.3 Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning, underpinned by the school UNCRC Charter and GIRFEC. This includes strong partnerships with parents and a very hands on Parent Council (GSP)
- All children are members of pupil groups and have a say in what they want to take forward in school. Their views are continually sought and acted upon.
- The community and outdoor areas are used very well in order to engage all pupils in high quality outdoor learning opportunities. Trained Forest School Teacher leads CLPL for staff and enhances experiences for children.
- Very good transition links for pupils moving to Mackie academy and Head Teacher leads transition for P7/S1 in Cluster schools.

Identified priorities for improvement:

- As part of the Visible Learning project implement approaches throughout school to promote a growth mindset across our whole school community, with a view to raising attainment for all.
- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Following on from feedback, consider and continue to improve ways of sharing information of learners' progress and achievement within the curriculum for excellence
- Continue to develop our literacy by taking part in the Emerging Literacy Programme and continue to develop our comprehension and writing at all stages throughout the school.



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In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1.Visible Learning Project As a staff and cluster work collegiately to take forward Visible Learning approaches to encourage a Growth Mind Set and raise attainment.</p>	<p>Staff will be more understanding of seeing learning as the pupils do and pupils will understand more about how they learn.</p> <p>Staff and stakeholders understand how Visible Learning activities are identified and importance of being reactive.</p> <p>Increased ownership and collegiate cluster work will leads to better engagement in improvement activities.</p> <p>Increased willingness to engage in leadership of school improvement activities</p> <p>Staff are reflective of own teaching/learning and share good practice.</p> <p>Learners are involved in identifying improvements and are ambitious for themselves and school, using Visible Learning approaches.</p>	<p>Parents will be involved in shared "Pupil's as Teachers" sessions as part of our Shared Learning evenings. Term 3. Feedback & opinions from all stakeholders following engagement event</p> <p>Monitoring and observations by HT, CT and pupils will see evidence of Visible learning approaches in classrooms/teaching and throughout school.</p> <p>Evidence of team teaching & peer Support logs. Minutes from cluster groups.</p> <p>Minutes from meetings Photos/Displays and events instigated by pupils</p>
<p>2. Improve use of attainment data to raise attainment.</p>	<p>Analysis of attainment data forming a coherent part of planning for improved learning.</p> <p>Progress and attainment improved for all learners.</p> <p>Information is analysed regularly for individuals, groups and targeted children so can be reactive in approach. Interventions planned to overcome barriers.</p>	<p>Data recorded for these groups.</p> <p>Progress Meetings & Target Setting discussion minutes.</p> <p>Planned interventions including grouping, curriculum, parental involvement.</p>

	<p>Class teachers to have a better understanding of Data analysis through training & Professional discussion.</p> <p>Standardised Assessments and teacher judgments used to create full picture of attainment and progress</p>	<p>Closer Teacher Judgement and Standardised Assessment levels.</p> <p>Analysis of and response to data consistently integrated into learning across all classrooms by October 2018</p>
3. Emerging Literacy Project	<p>Pupils as learners will:</p> <ul style="list-style-type: none"> • experience a developmentally appropriate curriculum using the developmental continua to support current programmes • have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment • be tracked using the developmental continua to ensure that individual needs are met. <p>Staff as learners will:</p> <ul style="list-style-type: none"> • understand the developmental approach to Emerging Literacy at the Early Level • be able to articulate the progress of each learner, based on robust evidence 	<p>Pupils as learners will:</p> <ul style="list-style-type: none"> • have secure foundation skills in early reading and writing. Evidence will be seen in 3 data capture points September 2017, February 2018 and June 2018. • make appropriate progress in Literacy within the Early Level. • School should see a rise in literacy attainment at this stage. <p>Staff as learners will:</p> <ul style="list-style-type: none"> • demonstrate research based practice and share this with colleagues. • be able to articulate the progress of each learner.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4 Good

Overview:

- Children at Glenbervie School are included, confident and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided..
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Level 1 Rights Respecting School. Every week we highlight "A Right of the Week" from the UNCRC through assembly, pupil voice and through posters in school, this in turn challenges discrimination, and intolerance. This is supported with our resilience work following the Bounce Back Programme.
- The school is applying its PEF to support equity of outcome for learners by enhancing their knowledge and supporting pupils and staff to understand the way they learn, using the Visible Learning Theories.
- Children are enthusiastic and engaged learners. Active learning opportunities, especially outdoor learning, are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes.
- Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that almost all children at all stages are attaining the average or better than expected in literacy and in line with progression expectations in numeracy. Although the Numeracy attainment has shown an increase this year across all stages in the school.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available all our classrooms.



3.1 Key strengths:

- The school has attained the Gold Sports award, which aims to put the health and wellbeing, both mental and physical of, parents and pupils, at the heart of the school. As a result, the school has strong links with partners such as Active Schools, Local Sports clubs and support groups such as SAMH.
- The school has a very good outdoor learning programme which includes Forest Schools and uses outdoors to promote the benefit of outdoor learning to positive relationships and wellbeing.
- A Rights Respecting and values-based approach is applied to all aspects of school-life, resulting in all learners feeling valued and cared for. There is a strong understanding of GIRFEC and the UNCRC. The confidence and wellbeing of children across all years is evident and almost all children feel listened to and secure because they feel cared about.
- The increasingly positive levels of attainment in P3, P5 and P7, particularly in literacy, and more recently numeracy highlights the inclusive practice. P1 progress is steadily improving in line with local and national expectations.



Identified priorities for improvement:

- Equality and Inclusion -Through improved reporting, increase opportunities for parents to visit school and share the learning. Learning conversation events encourage parents to come in and share the learning with their children.
- To raise further levels of attainment in literacy especially in P1, using the Emerging Literacy approaches.
- To extend the schools commitment to the promotion of diversity and challenge discrimination and intolerance.

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In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Equality and Inclusion</p> <ul style="list-style-type: none"> • implement improved ways of working as per agreed calendar which ensure that pupils and parents/carers and community are more actively involved • evaluate and review progress throughout the year in order to inform effectiveness of improved process 	<ul style="list-style-type: none"> • a process which is spread over the whole school year and have less emphasis on on written reports and more involvement of stakeholders in sharing in learning. • increased pupil involvement in the reporting process. • increased parental engagement in their children's learning. • an increased understanding for parents of their child(ren)'s progress and achievement. 	<ul style="list-style-type: none"> • Regular feedback from parents and community • Parent consultations November 2017 and May 2018 • Increased engagement from Parents • Staff and pupil discussions • Pupil Group displays & minutes • Good News Wall & Star of week board. • Community Newsletter and local community group involvement. • Feedback from Partner agencies.
<p>2. To raise attainment in P1 Literacy (See links to 2.3)</p>	<ul style="list-style-type: none"> • Standardised assessments will show increase across in performance against all literacy measures • Pupils will have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment • Pupils will be tracked using the developmental continua to ensure that individual needs are met. • Staff will understand the developmental approach to Emerging Literacy at the Early Level. They will be able to articulate the progress of each learner, based on robust evidence. 	<p>Early Years Literacy programme to be refreshed by P1-P3 class teachers and revised using emerging literacy supports. A new programme in place by September 2018.</p> <p>- Joint CLPL with Aberdeenshire and city with Primary and NHS staff (September 2017 & February 2018, March 2018) will be successful in ensuring pace, challenge and progression.</p> <p>Pupils will have secure foundation skills in early reading and writing. Evidence will be seen in 3 data capture points September 2017, February 2018 and June 2018.</p> <p>Pupils should make appropriate progress in Literacy within the Early Level.</p>

		<p>School should see a rise in literacy attainment at this stage.</p> <p>Ongoing: analysis of attainment data literacy will show sustainable improvement across all measures.</p>
<p>3. <i>To Promote Diversity and challenge discrimination and intolerance.</i></p>	<ul style="list-style-type: none"> • All children to be aware of cultural , racial , religious, personal differences and the equal value all have. • The school to re-affirm its commitments as a RRS and extend its accreditation to level 2. • Using the Bounce Back resilience Programme and the Visible Learning Approaches children will be confident to share their learning and discuss their own experiences. They will be more confident in understanding the terms equality, diversity and inclusion. 	<p>September 2018 application made re RRS level 2 status.</p> <p>Minutes, action plans and pictures from the Pupil Voice group. Link to the Right of the Week.</p> <p>On-going school evaluation activities/classroom visits focus on children's awareness of tolerance, diversity and discrimination.</p> <p>Discussions and feedback from our weekly Bounceback Assembly. Pupil Parliament action plans</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.2 Raising attainment and achievement

Level of quality for core QI: 5 Very Good
(HGIOS24 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments and Achievement of a level data to ascertain progress in literacy and numeracy.
- Analysis of opportunities for wider achievements for pupils
- Feedback from QIO regarding overall school performance
- Feedback from parents and staff regarding progress of individual children

Overall evaluation of level of quality :

- Attainment in the school is improving. There has been a steady rise in the pupils achieving the appropriate CfE levels. Almost all pupils are at the expected benchmark for their stage. This is the case for all abilities and both female and male.
- The local Cluster are moving forward with moderation training in literacy and numeracy this session and took part in Number Talks and Big writing CLPL.
- Teacher engagement in 'Skill' and 'IDL' CLPL has de-cluttered the curriculum and allow planning and assessments to be more holistic.
- Moving forward the focus will be on Visible Learning approaches and how these can be used to raise the attainment levels for all.
- A robust tracking system has been in place for many years but an easier tracker with colour coding system is being developed and trialled this year to include all the information in one place.
- Standardised Assessment results have indicated very good performance by pupils in Literacy and Numeracy. This has been consistent with the teacher judgment this session and indicates a better understanding of the frameworks and benchmarks. There are confident teacher judgements alongside benchmarks and appropriate assessments which are leading to improved attainment.
- Staff need to continue to use appropriate framework/benchmark for their stage and consider challenge for all pupils.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter, social media and website.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and have appropriate plans in place to address these.
- Across the school pupils are empowered to take responsibility and have a say in their learning. There is room to further extend the range of leadership opportunities as the school embraces the Visible Learning approaches.
- The school has a succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to

Aberdeenshire Frameworks to ensure quality, pace and challenge. Much of the planning and assessment is approached collegiately allowing high quality Professional Dialogue.

- The school has an established Life skill programme which is being continually refreshed and adapted. More links with this are being sought within the developing young Workforce (DYW) agenda.

Key strengths:

- A robust tracking system has been in place. Staff and HT have regular tracking discussions to target timely interventions and supports or challenges for pupils. This is leading to improving attainment, especially in areas of previous low attainment scores such as mental maths.
- Standardised Assessment results have indicated very good performance by pupils in Literacy and Numeracy. This has been consistent with the teacher judgment and indicates a better understanding of the frameworks and benchmarks. There are confident teacher judgements alongside benchmarks and appropriate assessments which are leading to improved attainment
- The outdoor environment is strongly utilised to enhance pupils learning experiences. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning outdoors

Identified priorities for improvement:

- Further develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge.
- Continue to extend and build the links with the wider community and try to capture the impact of the pupils achievements on our community.
- Continue to develop the DYW agenda to encourage discussions about career and positive destinations beyond leaving school.



Continuation sheet:

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In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Improve use of attainment data to raise attainment. (see links to 1.3)</p>	<p>Analysis of attainment data forming a coherent part of planning for improved learning.</p> <p>Progress and attainment improved for all learners.</p> <p>Information is analysed regularly for individuals, groups and targeted children so can be reactive in approach. Interventions planned to overcome barriers.</p> <p>Class teachers to have a better understanding of Data analysis through training & Professional discussion.</p> <p>Standardised Assessments and teacher judgments used to create full picture of attainment and progress</p>	<p>Data recorded for these groups.</p> <p>Progress Meetings & Target Setting discussion minutes.</p> <p>Planned interventions including grouping, curriculum, parental involvement.</p> <p>Closer Teacher Judgement and Standardised Assessment levels.</p> <p>Analysis of and response to data consistently integrated into learning across all classrooms by October 2018</p>
<p>2. Community links and sharing Achievements. (Linked to 1.3)</p>	<p>Productive partnerships with parents, other services and a range of contacts in the local community.</p> <p>Community benefit of shared liaisons offering shared knowledge and partnership working between groups, staff and pupils.</p> <p>Shared understanding of how pupils achievements can shape, influence community response.</p>	<p>By December 2017, will have engaged with local groups such as DIG (Drumlithie Improvement Group), DEC (Drumlithie Events Committee) and shared our school news in the local publication Skite News.</p> <p>Through Shared Learning Events, Community events such as Burns Celebration, School show and Nativity and Achievement celebration capture by comments and photos the impact these community events have.</p>

<p>3. Develop DYW agenda to encourage discussions about career and positive destinations beyond leaving school.</p>	<p>Pupils will have understanding of some local business partnerships, what they can offer and may build links for work experience in further education.</p> <p>Staff through collegiate CLPL and HT through Training Day (September 2017) will have a clearer understanding of DYW agenda and how can use this to support and enhance experiences for pupils.</p> <p>Pupils will have clearer understanding of world of Work by exploring the digital resources and extending their knowledge by community visits both in and out with the school. By participating in World of Work Week will experience a wide range of possible career aspirations.</p>	<p>Engage and have some evidence of partnership working with local businesses through photos or DYW agenda.</p> <p>Parent/pupil partnership work through our World of Work Week and feedback on information leaflets.</p> <p>Displays and written follow up to events/visits.</p> <p>Follow up work/discussions after visits from or to workplaces or from Professionals to the school.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

5. What is our capacity for improvement?

- **The overall capacity for improvement at Glenbervie School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values.
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do.

The capacity for improvement is supported by;

Teacher professionalism / opportunities for professional learning

Engage in Cluster activities organised by Mackie Academy

Engage in Cluster CLPL organised by Visible Learning Project

Engage in appropriate Authority led training

Continue to engage with Frameworks and Benchmarks

Further training in analysis of standardised assessment

Use GTCS standards, HGIO54 and 'Aberdeenshire Council Learning , Teaching and Assessment:

Professional Curriculum Tool' as a focus for collegiate and personal development

Develop 1+2, Digital literacy across the school and use Emerging Literacy Supports in P1-3.

Leadership at all levels

- Class teacher to take on role of Numeracy Coordinator
- Class teachers to be part of the Northern Alliance literacy development team, along with Head teacher
- All class teachers to be involved in planning and delivering Curricular sessions for parents
- Children to engage in enterprise in session 2017-18
- Pupil groups to continue to lead a charity event
- All classes to have responsibility for one of the following: Eco, Health, JRSO or RRS/Pupil Council
- Regular Self-evaluation at all levels to identify areas for improvement.

Engagement with parents and partners

- Continue to develop new reporting format
- Continue to use the Pupil Profiles
- Termly open sessions/parent & child meetings
- Open assemblies for parents/community to attend
- Continue to provide information sessions for parents
- Continue to gather opinions of parents at the end of session and on specific events/aspects of improvement
- Continue to share information with parents in as many ways possible to engage the widest audience

Aspects that could impact adversely on the capacity for further improvement include:

- Intermittent supply staff availability
- HT covering classes beyond required commitment.
- Part-Time Job Share Patterns
- Unreliable internet / connectivity issues
- Budgetary constraints regarding extending availability of differentiated resources.

6. Record of updating

Date	Amendment made	By who	Comment