

At Glenbervie School this session...



50<sup>th</sup> Anniversary  
Open Day



Christmas Show



Scots Poetry



Science Week



Harvest Appeal



Forest School



Cross Country  
Challenge



World Book day



Sponsored Walk



Friday Activities



Transition



ScIP

...and much more!

## Standards & Quality Report

2014/2015



### Glenbervie School

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**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 2014/15. 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 204/2015
<b>Curriculum for Excellence</b> <ul style="list-style-type: none"> <li>- Literacy (Reading &amp; Writing)</li> <li>- Numeracy (Number Sense)</li> <li>- Science and Technologies</li> <li>- Modern Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-school reading culture audit completed and actions agreed</li> <li>• Further development of comprehension resources, including identification of 'higher order questions' for reading texts</li> <li>• Staff training - strategies to develop number sense</li> <li>• Digital Skills Passports and Science Learning Journeys developed – to be rolled-out in session 2015/16</li> <li>• iPad implementation – staff and pupil training</li> <li>• 1+2 Project (Modern Languages): All staff participated in in-service training. French introduced to P1/2/3</li> </ul>
<b>Getting it Right for Every Child</b> <ul style="list-style-type: none"> <li>- Additional Support Needs, Transition and Respecting Diversity</li> <li>- Recognition of Achievement</li> <li>- Rights Respecting School, Eco School and SportScotland Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil awareness of dyslexia (Dyslexia Week) and autism spectrum disorders (P4-7 workshops)</li> <li>• Read &amp; Write Gold Champions trained (P6&amp;7 pupils)</li> <li>• A few P5 pupils are participating in the Children's University pilot.</li> <li>• A 'Praise Slip' has been introduced and has been well received.</li> <li>• The Eco Group will apply for our fourth Green Flag in the Autumn. The Rights Respecting Group are applying for 'Recognition of Commitment' and the SportScotland committee are applying for 'Silver' status.</li> <li>• The Scrapyard Imaginative Play project has been very successful and continues to be developed with pupils.</li> </ul>
<b>Self-Evaluation</b> <ul style="list-style-type: none"> <li>- Professional Update</li> <li>- Effective Practice in Learning, Teaching &amp; Assessment</li> <li>- Standardised Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff familiar with the Standard for Full Registration and the process for Professional Update using the MyGTCS site.</li> <li>• Further opportunities for staff to liaise with colleagues from other schools (profiling and developing pupils' reflective dialogue)</li> <li>• Introduction of documentation to capture professional discussion re. INCAs assessments</li> </ul>

## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/2016

### Curriculum for Excellence

#### **Literacy**

- Activities and approaches to further enhance the 'reading culture' evident in the school
- Further development of resources for reading follow-up activities (higher order questions)
- Development of assessment rubrics for written work

#### **Science**

- Implement the use of learning journeys in science and develop assessment approaches

#### **Technologies**

- Implement Digital Literacy Passports for all stages

#### **Modern Languages**

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

### Getting it Right for Every Child

#### **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

#### **Young Carers**

- Awareness amongst staff of Aberdeenshire's Young Carers Toolkit
- Integration of the workshops from the above pack into the Health and Wellbeing Programme.

#### **Recognition of Achievement**

- Review procedures for recognising progress in learners' achievements; specifically the Lifeskills Award Scheme and Learning Portfolios
- Continue to participate in the cluster's Children's University project if considered viable
- Continue to participate in the Young Aberdeenshire Volunteer Award
- Increased opportunities for younger pupils to contribute to the life of the school
- Develop the use of One Note as a profiling tool throughout the school
- Increase the number of after-school and lunchtime clubs

#### **Rights Respecting School Award**

- Achieve 'Recognition of Commitment' status and apply for Level 1 accreditation

#### **Eco School Award**

- Apply for Fourth Green Flag

#### **SportScotland School Sport Award**

- Successful accreditation at Silver Award and subsequent work towards Gold Award

### Self-Evaluation

#### **Effective Practice in Learning, Teaching & Assessment**

- A review of the school's existing Curriculum Rationale

#### **Recording**

- Further enhance tracking procedures by target setting (CfE Levels) by class teachers

#### **Standardised Assessment**

- Further training on the use of the results of standardised assessment to support effective learning and teaching.

#### 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.
- 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 Quiet Time Assemblies. Pupils and staff nominate pupils for a Shared Value certificate.
- 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.
- 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 – apply for Level 1
- 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

Very 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 the local authority's Quality Improvement Visit (QIV) in May 2014.

##### 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.
- The Lifeskills Award Scheme encourages 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 are one of the ways in which pupils are able to 'specialise' and make choices about the activities they participate in.
- Co-operative learning 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 moderation exercises to support appropriate assessment of pupils' attainment.
- To further develop pupil profiling tools throughout the school
- Review Lifeskills Award scheme and other ways of recognising achievement.

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

### QI 5.1 ~ The Curriculum

Evaluation

Very Good

### QI 5.3 ~ Meeting Learning Needs

Very Good

#### In arriving at these evaluations, we considered the following evidence

- Programmes of study support the principles of a Curriculum for Excellence.
- All teachers have very detailed documentation to support the planning and delivery of experiences and outcomes.
- 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.
- Feedback from the local authority's Quality Improvement Visit (QIV) in May 2014.

#### Our key strengths in this area are

- The school has a strong thematic approach with identified links between curricular areas.
- Pupil Parliament meetings, attended by all pupils, are one of the ways in which pupils are involved in making decisions affecting them.
- Parents have participated in a range of workshops to gain an insight in to Curriculum for Excellence.
- An early intervention approach is evident.
- Programmes to support pupils are in place where appropriate e.g. 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 ScIP (Scrapyard Imaginative Play) to support pupils develop social interaction skills at playtimes.

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

- Implement learning journeys in Science and Technology
- Implement Digital Literacy Passports at all stages
- Continue to implement the 1+2 initiative (Modern Languages)
- To further expand the provision of after-school activities, including lunch-time clubs
- Review and update the existing curriculum rationale.
- Cluster developments to ensure appropriate skills progression P7->S1

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

### QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Very 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 the local authority's Quality Improvement Visit (QIV) in May 2014.

#### 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 wide 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

- Greater familiarisation of the Quality Assurance and Moderation Professional Learning Resource (QAMPLR) and Recognising Achievement, Profiling and Reporting (RAPR) resource.
- Extend learning visits to include greater opportunities to visit classes in neighbouring schools.
- Further staff development on interpretation of assessment data.
- Review procedures for evaluating progress in learners' achievements