



**Glenbervie Primary**  
**Standards & Quality Report**  
**2017-2018**  
**&**  
**School Improvement Planning**  
**2018-2019**



## ***School Forward***

We are pleased to present both our Standards and Quality Report for Session 2017- 2018 and our School Improvement plan for the current session 2018 - 2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Glenbervie School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Glenbervie we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

*Jenny Glennie*

Head Teacher

## The School and its context

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

The school worked together with all stakeholders in June 2018 to re-new our Vision Values and Aims.

## Vision for the school

At Glenbervie Primary School we strive to work together to **Grow** as a fully inclusive learning community, **Progress** and aim for the highest standards of achievement in work, life and play and **Succeed** in becoming responsible citizens, successful learners, confident individuals and effective contributors to society and work.



## Values that underpin our work

Our starting point for learning is a positive school ethos and a climate of respect and trust based upon our shared values: Responsibility, Fairness, Respect, Honesty and Care.



## What do we aim to achieve for our children/pupils

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.

Our work is underpinned by our Curriculum Rationale and Attainment Strategy.

<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>	

## Context

At Glenbervie Primary we recognise our unique location at the heart of the Mearns. Glenbervie School is a small, rural school situated in the village of Drumlithie, which is a mile west of the A90, seven miles south of Stonehaven, Drumlithie is a friendly village with a new shop, hotel, small church, bowling club and well used village hall. It is a community that works in partnership with the school to enhance the learning and experiences of our pupils. Close links with our local farming communities and businesses such as East Coast Viners, Castleton Farm, Burnside Brewery and Macphies 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.



The school is surrounded by a playground and has the added advantage of a large playing field within a close proximity. This playing field is used by the children during fine weather. An outdoor classroom area, the MOLE (Multipurpose Outdoor Learning Environment) Zone, provides a stimulating setting for learning. Pupils use a local woodland area which we label as our "Fifth classroom" on a regular basis for outdoor learning activities and gardening (school@theharvey).



At Glenbervie we aim to give the children an atmosphere where they can feel secure and happy. It is our main aim to make the children's, parent's and staff's time at Glenbervie School a happy and profitable one.

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. The local community and 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.



## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2017-2018.

<p><b>Priorities: Self - Evaluation</b></p> <p>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>Engaging all stakeholders including Parents and Community</p> <p>Improve use of attainment data to raise attainment</p>	
<p><b>Progress</b></p>	<p>Staff have been engaging in the Visible learning work of John Hatti and Learning Pit training with James Nottingham. Self-Evaluation has been more thorough using HGIOS 4 Challenge questions and the cluster moderation templates to ask the so what questions. Staff have become more proficient in working collegiately, including cluster working. Next steps are to work more openly with colleagues in other cluster schools to moderate across cluster. Staff had their first Visible learning day and we took the time to look at our Capability assessment and Matrix to assess where we are at. Initial discussions have indicated that we are not as far on as we thought with the Language of learning, although reflection time and home-school links have been happening and staff are now using Sway as a tool to discuss learning.</p> <ul style="list-style-type: none"> <li>- Good progress has been made developing community links with the local committees and groups. 3 successful events with community involved in school, including school show and Children in Need charity Day. DYW agenda- informal link with Macphie and supported well, Formal DYW partnership with Burnside Brewery and Burns Fest Event. We need to continue to promote skills and links to World of work in class lessons.</li> <li>- Following a Data session from Kay MacDonald staff have taken on more ownership of tracking and are using Pro-formas to discuss INCAS/SNSA. We have opted to move away from using previous system to allow us time to start tracking other areas of the curriculum and wider achievements. This being our next step.</li> </ul>
<p><b>Impact</b></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 &amp; working groups within cluster to plan improvement activities. Impact evidenced in VSE is that all feel they have contributed to changes, improvements and next steps.</p> <p>Analysis of attainment data forming a coherent part of planning for improved learning</p> <ul style="list-style-type: none"> <li>- Progress and attainment improved for all learners</li> <li>- Teachers are more confident in using data too impact on planning and reviewing more regularly next steps.</li> </ul> <p>Productive partnerships with parents, other schools in cluster, services and a range of contacts in the local community. Community benefit of shared liaisons offering shared knowledge and partnership working between groups, staff and pupils. School has become "Heart of the community" as stated by Community groups in VSE Survey. 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>The pupils formed a DYW Group and through Business Breakfast, Business Meeting formed a formal Partnership with local Business- Burnside Brewery. Working together they planned a "Burns fest" Event to raise funds for a new Smartboard and developed business skills. The school also has linked into their Life skills and Friday Activities to help encourage visitors to the school to promote the DYW agenda.</p>
<p><b>Next steps</b></p>	<p>Using our Visible Learning PEF project and Professional Knowledge aspire to get more pupil involvement in the learning process, understanding where they are in their learning and what they need to do to improve including the use of effective feedback.</p> <p>Continue to use new tracker to review supports in place for pupils, track and monitor interventions in order to consider impact/future plans.</p> <p>Use this tracker to record wider achievements and build up more information on each child.</p> <p>Continue to develop the work started on promoting and developing skills for learning life and work. Continue in our DYW agenda and refresh and update our Lifeskills awards to link in with the skills for life, learning and work agenda.</p>

## Priorities Emerging Literacy Project

### Progress

All baseline and follow up assessments completed for P1 and P2 this session. Teachers and HT have had Buddy Day's discussing progress, barriers and next steps. In terms of our school the pinpointing of individuals and groups with gaps early has been helpful and we are already seeing improvement in skills such as cutting and pencil control.

Twilight sessions and integrated work with Speech & Language has seen an increased awareness and use of approaches in the P1 setting. The second set of results indicated where progress had been made (over 75%) and still gave indications of areas where difficulties. As a result we have been able through PEF funding resource materials for fine and gross motor skills and target intervention with our PSA. Next step will be to do CLPL with rest of school and develop this awareness of tool for children in school.

### Impact

Pupils as learners have experience a developmentally appropriate curriculum using the developmental continua to support current programmes. The pupils have developed the foundation skills required for early reading and writing, resulting in positive literacy attainment with all children meeting Early Level Benchmarks this session

The tracking using the developmental continua to ensures that individual needs are met and targeted support is being offered for pupils in Primary 2 using the assessments and resources.

Staff as learners now understand the developmental approach to Emerging Literacy at the Early Level and are able to articulate the progress of each learner, based on robust evidence. Collegiate time with our Buddy groups has been beneficial in sharing resources and allowing Professional Dialogue.

### Next steps

Continue with Northern Alliance support in Emerging Literacy Project.  
Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2018

Through observations, dialogue around planning, self-evaluation and monitoring and tracking conversations, identify the impact of a whole-school approach to literacy, language and communication and use staff CLPL to cascade information to rest of school.



Priorities: Raising Attainment with Equality and Inclusion as drivers

Progress

By implementing improved ways of working as per agreed calendar it ensured that pupils and parents/carers and community are more actively involved in progress, improvements and success of the school.

The parents like the contact with CT more regularly and prefer the conversations to the written reports. More engagement and clarity is still needed regarding the children talking about their learning and staff and pupils would like to use Digital Technology more to share learning profiles.

The replacement of snapshots with Sway went down well with majority of parents and received a very positive response.

Increased involvement and use of Social Media (Facebook & twitter) to share Good news and Wider Achievements. Got new tracking system and replacing previous 3 separate tracking methods to one consistent document.

-Emerging Literacy Programme and revised P1-3 programme in place.

Substantial support from SALT and CLPL training sessions. Staff much more confident in approaches. All P1's achieved Early Level Literacy.

- RRS group have been out to visit a current Level 2 school and continuing to use evidence from Social Media, less paper based. Early stages of Bounce back and Resilience programme, but sits well with our VL and Growth Mind set- not an add on, but complimenting. Staff able to continue target in classes over week.

Staff have been using the Quamso presentations and examples to look at how we can better bundle our curriculum and make use of Holistic Assessments. Staff attended a day at Mill O Forest and attempted to write a bank of assessments.

Staff have been working by collegiate planning to moderate work using benchmarks to ensure we are clear on what is required to achieve a level.

Discussions with colleagues and other cluster teachers have helped clear up some areas of debate.

Impact

With the process spread over the whole school year and have less emphasis on written reports there has been more involvement of stakeholders and increased parental engagement in their children's sharing in learning.

There was increased pupil involvement in the reporting process, but more of this needs to happen in day to day learning.

	<p>Although there has increased understanding for parents of their child(ren)'s progress and achievement, more work is needed on this and will be the focus of our next steps.</p> <p>Using the Bounce Back resilience Programme and the Visible Learning Approaches children are becoming confident to share their learning and discuss their own experiences. They understand be more the terms equality, diversity and inclusion. This will be continued.</p> <p>Analysis of attainment data forming a coherent part of planning for improved learning is leading to progress and attainment improved for all learners.</p> <p>Information is analysed more 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 &amp; Professional discussion. Standardised Assessments and teacher judgments used to create full picture of attainment and progress.</p>
Next steps	<p>Next Steps are to ensure all staff engaged and are aware of UNCRC including new members and our kitchen, support teams etc. Early stages of Bounce back and Resilience programme, but sits well with our VL and Growth Mind set- not an add-on, but complimenting.</p> <p>Collegiate planning next session will focus on this and using our school calendar to bundle efficiently and use Holistic Assessments more.</p> <p>Identified areas of development are the Spelling/Grammar Progressions from P4 upwards and Tackling word Problems in Maths Further work is needed in terms of Listening and talking.</p> <p>Would also like to update our H &amp; W progression and indicators next session to have more clarity. Continue with the good work started in developing pupils understanding of SHANARRI indicators.</p> <p>Continue to investigate ways in which profiling can support sharing learning and achievements with parents and families to allow partnership between home and school to raise attainment.</p> <p>Continue to develop tracking and monitoring to include the tracking of pupils' wider achievements.</p> <p>Continue to develop approaches to assessment and moderation both at Glenbervie and also optimising opportunities to engage with other schools across the cluster/authority.</p>

## 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**

(HGIOS4 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 digital Literacy 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, 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 including the Child friendly improvement plan and Child friendly HGIOS4 Audit.
- Staff are engaging with HGIOS4 and relevant Quality Indicators used to inform collegiate discussions, monitoring, observations and evaluations.
- Focused discussion of plans, 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, Digital Literacy, Visible learning and 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, HGIOS 4 Audit and our Pupil Parliament Sessions.

### 1.3 Key strengths:

- The school have clear set of values and aims and a curriculum rationale and the impact can be seen in the daily life of the school.
- There is evidence of a commitment to collegiate approaches to self-evaluation, change and improvement by all at Glenbervie School.
- Staff are regularly involved in self evaluation activities and use HGIOS 4 to support their ongoing work. A calendar of ongoing Quality assurance activities reinforces the commitment to self evaluation.
- There is evidence of opportunities being provided for staff, pupils and parents to take on leadership roles across the school and this is impacting on learning and teaching.
- Team work is evident across the school and staff have ongoing opportunities to share ideas and practice and to learn from each other. Staff work very effectively as a team and they are both motivated and committed to continuous improvement
- Staff have built up very positive relationships with the local community and there is very clear evidence of the school and community working closely together.
- The school improvement wall gives all stakeholders the opportunity to contribute and review the school improvement plan. Pupils have also worked to create a pupil friendly version of the school improvement plan.
- Parents continue to offer very good support to the school offering their skills and talents to support learning experiences. This includes the ongoing and regular support to the variety of learning experiences planned for.

## **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. Move towards the VSE- Towards a self-evaluating school and work with allocated trio.
- In line with Education Scotland and Aberdeenshire Authority requirements, monitor our tracking of wider achievement and the impact it is having on individual learners.
- Continue to develop staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure appropriate pace and challenge.

### **Pupils**

- Children through Visible Learning to be involved more in language of learning, understand what is good feedback and 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. By collecting evidence measure impact of these Pupil Led developments

### **Parental/ community engagement**

- Through consultation and following feedback continue to develop our reporting system, including looking at digital; technology, for sharing learning with parents.
- Continue to explore ways of involving the wider community in self-evaluation.

### 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 with all children achieving Benchmarks. Reading and Writing attainment has been sustained.

- Staff are continuing with 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 and pupils are engaging in Digital Leaders Programme.
- 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..
  - Very good transition links for pupils moving to Mackie academy and Head Teacher leads transition for P7/S1 in Cluster schools.
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- Pupils who are eager and motivated in their learning, with almost all pupils, fully engaging in the learning opportunities offered.
  - Learning Intentions and success criteria are used well to support learners and pupils are encouraged to be involved in co-constructing these.
  - Classes are well organised and managed.
  - Clear evidence of differentiation in classes with some evidence of pupil learning being extended through provision of challenge.
  - Pupils are developing their understanding of what they were learning and its purpose. There was some evidence of pupil's ability to articulate prior learning and link it to current experiences in class.
  - Staff make good use of national advice (Es and Os and Benchmarks) and local progression frameworks when planning learning, teaching and assessment.
  - Regular discussions between teachers and HT around planning, attainment, interventions and achievement to support ongoing progress for each learner

**Identified priorities for improvement:**

- Continue to review the learning experiences offered and how feedback is provided across all curricular areas to ensure appropriate pace and challenge for all learners.
- Review approaches to assessment including the use of holistic assessments, ensuring opportunities for pupils to demonstrate breadth, challenge and application in their learning
- As part of the Visible Learning project continue to implement approaches throughout school to promote a growth mindset and resilience across our whole school community, with a view to raising attainment for all.
- Continue to 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 , perhaps by moving towards digital profiling.
- Continue to develop our literacy and extend the Emerging Literacy Programme and continue to develop our spelling, grammar and writing at all stages throughout the school.



#### 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**  
(HGIOS 1-6 scale)

##### **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 targeted support. Analysis of such data shows that almost all children at all stages are attaining the average or better than expected in literacy and numeracy.
- The school has adopted a dyslexia and autism friendly approach, toolkits to support this are available all our classrooms.

### **3.1 Key strengths:**

- The school provides an environment and ethos that is warm, welcoming and positive. This ethos reflects the school's vision, values and aims.
- Staff are clear on the principles of GIRFEC and pupils continue to develop their understanding of the SHANARRI indicators.
- Pupil's wellbeing and the Rights of the child are at the forefront of decisions made across the school. This work is supported through assemblies, ongoing daily class work and also through pupil groups.
- The staff team are very supportive of learners and of each other. They promote positive relationships through their interactions with all children and each other.
- Learners feel well-supported by their teachers to do their best. The school is promoting a growth mindset and building resilience in learning in order to support this work.
- Staff know pupils very well and have a clear awareness of the needs and circumstances of individuals.
- Staff and pupils have worked together to develop appropriate universal supports in their classes.
- Staff are vigilant and are regularly involved in discussions with HT around supporting pupils' learning. An overview is kept and regularly reviewed with all relevant staff so targeted support is provided for pupils.
  
- The school has attained the Gold Sports award, which aims to put the health and wellbeing, both mental and physical, of pupils, staff and parents, at the heart of the school. As a result, the school has strong links with partners such as Active Schools and local Sports clubs
- 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.

**Identified priorities for improvement:**

- Continue to review supports in place for pupils, track and monitor interventions in order to consider impact/future plans.
- Continue with the good work started in developing pupils understanding of SHANARRI indicators.
- To extend the schools commitment to the promotion of diversity and challenge discrimination and intolerance
- Continue to investigate ways in which profiling can support sharing learning and achievements with parents and families to allow partnership between home and school to raise attainment.

## Evaluation of QI [3.2 Raising attainment and achievement](#)

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

### **Sources of evidence/ evaluation activities undertaken:**

- Analysis of standardised National 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 and VSE (May 2018) regarding overall school performance
- Feedback from parents and staff regarding progress of individual children
- As per QA calendar
- TMR system

### **Key strengths:**

- Overall children are making good progress in their learning. Across the school, most learners achieve appropriate standards in numeracy and literacy at Early, First and Second Levels.
- The school has a clear system for tracking and monitoring pupil attainment in place which includes the ability to consider standardised assessment information/predict attainment and identify trends as appropriate.
- School data is shared with staff in order to ensure they have awareness of trends in attainment and can input to plan future interventions/priorities for improvements.
- Staff are engaging in moderation activities both in school and have also completed some work with other schools in the local area in order to improve the consistency, validity and reliability of professional judgements made.
- Pupils have profiles and further opportunities to share their learning and achievements. Achievements are recognised and celebrated in a variety of different ways including assemblies, praise slips, certificates and displays.

- Pupils have access to wide level of opportunities to achieve both in and outside school.
- Skills for learning life and work are also being promoted through pupil learning profiles
- 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:**

- Continue to develop the work started on promoting and developing skills for learning life and work and refresh Lifeskills Awards. Continue to develop the DYW agenda to encourage discussions about career and positive destinations beyond leaving school.
- Continue to develop tracking and monitoring to include the tracking of pupils' wider achievements.
- Continue to develop approaches to assessment and moderation both at Glenbervie and also optimising opportunities to engage with other schools across the cluster/authority.
- Continue to extend and build the links with the wider community and try to capture the impact of the pupils' achievements on our community.

**PEF Funding**

<p>Identified gap</p>	<p>Analysis of the <b>SIMD data</b> shows that no child at <i>Glenbervie Primary School</i> lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although <i>Glenbervie Primary School</i> 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. Although <i>SIMD data</i> is 8, we recognise some children are borderline to this and there are hidden deprivation challenges.</p> <p>The use of the <b>PEF</b> will be targeted 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 <b>cluster</b> and school in the <i>Visible Learning Programme</i> and resourcing appropriately.</p> <p>Some of the funding will be targeted to continue to support and resource our <i>Breakfast club</i> 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.</p> <p>Early literacy has been identified as priority through <i>Emerging Literacy Data</i>, tracking and monitoring data and evidence from monitoring etc. This data has identified that there are a significant number of pupils who start school with lower attainment in Literacy. A significant number go on to receive <i>ASL</i> support as they go through the school.</p>
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Expenditure	
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Resources/Equipment/ Materials	<p><b>Breakfast Club</b> resources, purchasing and training stakeholders.</p> <p><b>Emerging Literacy &amp; Motorskills Resources</b> Bikes/Trikes 4 x Laptops Subscriptions/Other resources TBC</p>		<p><b>£800</b></p> <p><b>£1300</b></p> <p><b>£2000</b></p> <p><b>£1600</b></p>
Commissioned/purchased services/partners	Osiris – Learn Scotland Visible Learning Training costs- Osiris Project	8.0 FTE	<p><b>£1400 to</b> pay for the 3 years per 8.0 FTE member <b>£980-</b> for next instalment) (TOTAL) <b>(£5300)</b></p>

Expected outcomes	<p><b><u>Visible Learning Project</u></b> Work with Osiris and Stonehaven Cluster Schools to develop Visible Learning across our school. We aim to draw on the work of Professor John Hatti to improve learning. By using evidence research and data, continual evaluation, working in partnership, collegiate cluster approach to train, share practice, develop positive attitudes to learning. We aim to develop a programme that gives all staff and therefore all pupils, a coherent framework to upskill our school. It will be a consistent and coherent cluster approach in partnership with all our cluster schools including the academy and Special needs school.</p> <p><b><u>Breakfast Club</u></b> The poverty related attainment gap is about achieving equity for all by ensuring every child has the same opportunity to succeed. Feedback and evidence from Parent Partnership events, Our Parent Council, staff and pupils themselves indicate a need to continue our non-profit making breakfast club. The feedback indicates in terms of Health and wellbeing collation of evidence identifies a need for a facility that would give parents ownership to address the challenges of deprivation, support with development of life skills for parents and pupils. It would encourage the development of strong partnerships with all stake holders. In terms of SHANARRI, it gives the opportunity for a Safe, Nurturing and Healthy start to each day.</p>
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	<p><b>Literacy Interventions</b>  With a more consistent approach to the teaching of reading and early literacy skills there will be Improvement in the pace of learning and teaching. Thus leading to a stronger progression in children's phonics development at an earlier stage and spelling skills as they move through school. As a result children will show an increased engagement in literacy and attainment will improve.</p>
<p><b>Impact Measurements</b></p>	<p><b>Visible Learning</b>  All pupils involved in through the project and Osiris will support research, data collection and impact measurement for all pupils. Questionnaires, surveys, tracking monitoring data/ attitude scores from SNSA's will also be used to highlight impact of the Visible Learning Project.</p> <p><b>Breakfast Club</b>  The pupils and families will be targeted upon evidence from staff and deprivation concerns. The impact will be measured through SNSA data, Monitoring and tracking, continual feedback from stakeholders, staff and parent questionnaires to measure the impact against closing the poverty attainment gap.</p> <p><b>Emerging Literacy and Motor skills</b>  The school will develop a CLPL plan to disseminate the principles of Emerging Literacy throughout the school and target resources to establish fine and gross motor skills groups to targeted children. The Emerging Literacy trackers and resources used in Primary 1 will be shared and adapted to use across the school. Further resources will be purchased to support this.</p> <p>Abilities of children prior to intervention (Teacher Evidence/Samples of work) alongside initial and regular assessment and gathering of data to continually monitor progress and tracking progress for every child</p>



## **Capacity for improvement**

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

## **Key priorities for session 18-19**

### **Priority 1 - Raising Attainment and Achievement**

#### **Visible Learning & Emerging Literacy**

### **Priority 2 - Creativity and Employability**

**DYW Agenda and Life Skills Award Refresh**

**Digital Technology- SeeSaw and Sway**

### **Priority 3 - Improving Children's health and wellbeing.**

**SHANARRI and Mental Health**

## Action planning

<u>National Improvement Framework Priorities</u>		<u>HGIOS</u> and <u>ELCC</u>	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioner</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	
Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p><b>Priority 1- Raising Attainment and Achievement</b></p> <p>HGIOS QIs</p> <p>1.3</p> <p>2.2</p> <p>2.3</p> <p>3.2</p> <p><b>** See in depth plans for both VL and EL***</b></p>	<p>Children at Glenbervie School will engage with;</p> <p><b>Visible Learning Project</b></p> <p>* Pupils will understand more about how they learn.</p> <p>*Be reflective of own learning and share strategies and good practice. Use Sway/Seesaw</p> <p>* be able to identify pace and challenge in learning and have more choice.</p> <p>*Will identify what good feedback is and how to give and receive it, thus identifying next steps in learning.</p> <p>*Learners are involved in identifying improvements and are ambitious for themselves and school, using Visible Learning approaches.</p>	<p>Evidence of impact:</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>Children will be more confident talking about their learning and this will be evidenced in co - construction of Success Criteria, Reflective Language and setting next steps based on feedback.</p> <p>Evidence will be gained using range of V.L tools including matrix, Video clips, questionnaires and focus groups.</p>	<p>PEF being used to support this 3 year project</p>

	<p><b>Emerging Literacy</b></p> <p>Pupils as learners will:</p> <ul style="list-style-type: none"> <li>*experience a developmentally appropriate curriculum using the developmental continua to support current programmes</li> <li>* have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment</li> <li>* be tracked using the developmental continua to ensure that individual needs are met including pupils across all stages in schools.</li> </ul> <p>Assessment:</p> <p>Children will experience opportunities to demonstrate and apply their learning within planned Holistic Assessments</p>	<p>Pupils will have:</p> <ul style="list-style-type: none"> <li>* secure foundation skills in early reading and writing. Evidence will be seen in 3 data capture points September 2018, February 2019 and June 2019.</li> <li>* Pupils across other stages should see improvement in literacy results with targeted interventions with before and after data.</li> <li>*make appropriate progress in Literacy within the Early Level.</li> <li>*School should see a rise in literacy attainment at this stage.</li> <li>* Less ASL intervention should be needed in upper stages if interventions successful.</li> </ul>	<p>PEF used to buy Fine and Gross Motor skill resources.</p> <p>Fund Digital resources to support.</p>
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Evidence of progress/comments/identified next steps:

Date:

<p>Priority 2 - Creativity and Employability</p> <p>HGIOS QIs</p> <p>2.2 2.7 3.1 3.2 3.3</p> <p>** See DYW Primary Plan for more details**</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>*Review whole school calendar - build in career education opportunities across the year involving each year group:</li> <li>*Ensure there is an agreed understanding about what are the key skills for learning, the key skills for life and the key skills for work :</li> <li>*Refresh Lifeskills Awards and put emphasis on describing and evidencing their skills development</li> <li>*Identify skills developed through wider achievement opportunities offered</li> <li>*Audit the extent to which employer engagement is embedded in life of the school,</li> <li>*Continue to Build Business Links - Identify employers and involve young people in making DYW group.</li> </ul> <p>*Experience a cohesive and up to date programme of learning in technologies including Sway and Seesaw and be able to relate the relevance of their learning to their future, including the world of work.</p> <p>*Be able to articulate what and how they are learning and how that learning relates to their future and the world of work.</p>	<p>Evidence of impact:</p> <p>Pupils will have a clear idea of how the skills link to learning, life and work through Lifeskills Award</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>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.</p> <p>By participating in planned events will experience a wide range of possible career aspirations.</p> <p>Learning conversations with pupils and their reflections on their knowledge and skills development.</p>	
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p>			

<p>Priority 3 Improving Children's Health and Wellbeing. HGIOS QI's</p> <p>2.1</p> <p>2.4</p> <p>2.5</p> <p>3.1</p>	<p>Pupils and staff will</p> <p>*Continue to engage in the Bounce Back and Growth Mind Set Programme.</p> <p>*Continue with the good work started in developing pupils understanding of SHANARRI indicators.</p> <p>* Develop a Self- Assessment tool that pupils can use to indicate understanding of SHANARRI.</p> <p>*Develop a Mental Health Strategy for pupils and staff.</p> <p>*Continue to investigate ways in which profiling can support sharing learning and achievements with parents and families to allow partnership between home and school to raise attainment.</p> <p>*Use tracking and monitoring to identify gaps and plan activities.</p> <p>* Continue work of Breakfast Club and look into options of Homework club to improve equity for all.</p>	<p>Evidence of impact.</p> <p>Children will develop more resilience and have confidence to have a go. This should be observed by CT and in pupil groups, school ethos.</p> <p>By using the tool and work of Pupil RRS group and H &amp; W committee, all children in the school will have better knowledge of themselves and what next steps are in own Health &amp; Wellbeing.</p> <p>* Parent expertise and support with development areas should help overcome barriers to learning and lead to increased confidence</p> <p>* Use Teacher observations and attainment info to assess if impact these approaches.</p>	<p>PEF funding to support.</p>
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**Evidence of progress/comments/identified next steps:**

**Date:**

## ***Wider Achievements***

### ***Memories are made of this:***

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve and for us to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school are also aware of the needs and plights of others and Global Citizenship reflects their caring attitude. Our school is not restricted to the four walls and a roof. Where possible the school has extended their sense of community to incorporate and assist with Global issues.

Charities supported by the school over the last session included:

Children In Need

Cancer Research

Gathimba Edwards Foundation

Rotary Charities - Shoebox appeal and the Purple Pinkie Polio Campaign.

This session we have had many different opportunities in order to promote the wider curriculum.

Pupils have benefited from a wide range of extra curricular clubs and activities including Choir, Euroquiz, Football, Netball, Volleyball, Badminton and Cross Country clubs run by staff and parents from the school.

All of our classes took part in Enterprise Activities including the opportunity for Parents/ carers and extended friends in the community to engage with the school showcasing learning that had been taking place over a term. This included a Burns Day event, Nativity and Pantomime, Jazz Festival and Community Coffee morning.

All pupils from P6 to P7 took part in the certified Bikeability Programme, took part in Community safety event with PC Crawford and worked alongside the NHS to deliver a very effective programme for Primary 6 and 7 pupils around Living and Growing.

Our pupils have been involved in improving our school through various audits including the playground, lunch hall and behaviour.

Our pupils have the opportunity to go on many trips such as TechFest, Duthie Park-Winter Gardens, Stonehaven Library and Fire Station, Victorian Trail and Maritime Museum, Drum Castle, SSPCA and Camperdown Park all allowing hands on learning experiences for our pupils. We were also visited by North East Falconry Centre, HopScotch Theatre, Generation science and KNext. Fabulous experiences for all involved.

Some of our primary 7 pupils took part in a Rotary Quiz with the Rotary Club. They competed against a number of other schools in the area and did very well. Similarly our Primary 6 Euro Quiz team reached the second round and impressed with their knowledge. Our P3/4 Sports hall Badminton team reached the finals for a third year and our Netball team finished joint third in the league.

This year also saw some of our usual activities taking place.

Our Primary 6 & 7 pupils took part in a residential week to Edinburgh. They all had a thoroughly enjoyable experience.

We had a very successful Nativity performance and School Pantomime, Christmas Singalong, Burns Afternoon and Celebration of Achievement.

## *Wider Community Links*

We are fortunate enough to have a positive links with many local businesses. Barr Demolition provide medals and trophies for our Cross Country and Groundwater Trucks Ltd sponsored our Netball team. MacPhies Of Glenbervie provide good support to the school especially supporting our charity events and bringing expertise in our World of Work Week. East Coast Viners have supported our Edinburgh trip and Highland Show trip and Burnside Breweries worked with our DYW group to plan the Community Burns Fest, raising considerable funds for our new smart board.

The school continues to work alongside the community and regularly provides news for the local Skite News. Last year a number of families got involved in the Clean Up in the Harvey Garden and Afternoon of Action. A lot of good work was done and it certainly showed the sense of community within the area. Families certainly take pride in keeping their environment tidy and work hard in order to keep it like this.

The school also contributed at the local Gala which uses school hall for the day of the Gala.

Once again this year the school contributed to the annual Christmas Lunch which was held in the village hall

Football, Badminton, Volleyball and Netball teams had a terrific year supported by our parent and former pupil volunteers. They did exceptionally well in their league and also a number of tournaments throughout the session. They should all be delighted with what they achieved.

Our School Partnership, pupils and staff got involved in our annual Fundraisers such as Quiz nights, Bunny Drive, Disco's and Bingo nights. The partnership organises these superb fundraisers for the school which were well attended by all in the Community.