



Glenbervie Primary
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020



Last Updated November 2019

School Forward

We are pleased to present both our Standards and Quality Report for Session 2018- 2019 and our School Improvement plan for the current session 2019 - 2020. 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 2018-2019.

Priorities: Priority 1- Raising Attainment and Achievement

Visible Learning Project

Emerging Literacy HGIOS Qis 1.3 2.2 2.3 3.2

Progress & Impact

Visible Learning:

Pupils have better understanding about how they learn. They have used the work of James Nottingham's Learning Pit and use the Growth Mind set strategies linked to our Bounce Back Resilience programme. From observations and discussions most children are displaying a "I have a go" attitude. Our Nurture group has reported back that more than half the children are beginning use common language of learning. The children are more reflective of own learning and are sharing strategies and good practice. They use both their homework books, and Seesaw to share their learning. Reflective time will continue to be built into timetables and be linked to the Seesaw going home to parents.

Our teaching and support staff had their first session on Language of Learning and have agreed to work on identifying our school " Learning Powers" (Roots to Learning) which will be unique to Glenbervie.

Focus groups, pupil questionnaires, critical friend visits and class observations all show that almost all teachers and pupils are engaging with learning Intentions and success criteria confidently. In most classes pupils are now co-constructing the S.C and more pupil voice is evident, rather than teacher led lessons, although this is not yet consistent throughout the school.

Pupils and staff have engaged with the "Roots for Learning", which are the terms given for the 7 learning capabilities we want our pupils to have. It is in the very Early stages, but by using posters and small lanyard cards most staff and learners are using this as a tool to describe and understand good learning.

In some classes children are able to identify pace and challenge in learning and have more choice. We need to continue this and promote consistency across the school.

Pace and challenge is becoming more prevalent from both teachers and learners and examples of good practice such as upskilling choice, chilli challenge etc. However it is not consistent in all classes and needs time to be further embedded so becomes common place in all classes. Critical friend and team teaching has highlighted this and will be built on next session.

The school have agreed on a consistent assessment approach from P1- P7, which is displayed in all classes. This means that there has been agreement between staff and consistency throughout the school, which has given clarity for all. Further work is needed on types of Feedback and the way it is being used.

Jotter monitoring and pupil feedback highlighted the real mix of approaches to feedback across the school and the need for clarity. As a result of this children and staff have produced a Feedback poster identifying the consistent approaches that are to be used across

to school. Initial discussions about monitoring the type of feedback and how it is used to inform planning and next steps has started but needs time to embed and will continue to be a priority for next year. Parents would like more involvement in sharing learning and we hope to do this next session.

PEF has been used to fund Visible learning for our staff.

Emerging Literacy

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 most children meeting Early Level Benchmarks this session

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

Pupils in P1 are making appropriate progress in Literacy within the Early Level. Staff have been using the base-line resources to target groups of children with our ASL teacher and PSA's. Our P1 teacher has been given time to gather the resources for Emerging Literacy so they can be accessed by all staff. With this in mind our other job share P1- teacher has been able to support other classes in the school this session with EL and share the approaches and resources.

Staff have been attending twilight training to build their confidence and access cluster support and work of the Northern Alliance.

PEF has funded the Pegs to Paper resource for development of writing and motorskills. It has also been used to purchase trikes for Gross Motorskills.

Most pupils in Primary 1 have made appropriate progress and the Emerging Literacy trackers have indicated clear areas for focus next session as they progress into Primary 2. Onset of Rhyme and fine motor schools are still areas to support. The Twilight Buddy groups and Northern alliance events have allowed staff to have cross cluster supports and sharing of good practice. Moving forward staff are changing stages so it will be necessary to buddy up to retain confidence in approaches. More work is needed to take approaches further through the school.

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.

Next steps

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. Continue to embed these approaches.

Encourage more pupil voice and pupil led-learning in comparison to teacher - led sessions.

Through team teaching and critical friend, observations and pupil engagement surveys, ensure Pace and challenge is consistent in all classes.

	<p>Continue to use 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 on Emerging Literacy so it is transferable throughout the wider school and Continue with Northern Alliance support in Emerging Literacy Project.</p> <p>Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2019 and beyond.</p> <p>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</p> <p>Promote some shared learning events with parents to highlight the Visible learning and Emerging Literacy work.</p> <p>Consistent approaches in Literacy in terms of Listening and talking across the school and Writing, especially at the middle stages.</p>
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Priority 2 - Creativity and Employability

HGIOS Qis 2.2 2.7 3.1 3.2 3.3

Progress and Impact

Pupils have better understanding of some local business partnerships, what they can offer. Our DYW group has been out to our local community visiting some businesses to find out a bit more about what they do and asked what we could do in partnership to support them. Our P6/7 have been completing a community survey and reported back to the community at a Community café event with PowerPoint and leaflets.

The staff and pupils have refreshed their Lifeskills Award scheme to link in with the skills for Learning, life and work. Pupils are taking more ownership of the Award scheme and we are starting it earlier in the session to allow parents more opportunity to support and get involved. The scheme uses an easily identifiable traffic light system to show progress and skill development. This is linked to the VL work in the school.

Through the adoption of the profiling tool seesaw, Good News and our Facebook and Twitter pupils are identifying and sharing wider achievements. We have started two further After school clubs to tap into the interests and pupils- choir and Lego Club. Our school show, Burns assembly, sporting events and Nativity were also an opportune moment to share the Wider achievements of our pupils.

The school gained its second Gold Sport Award in September and was awarded their Fifth Green flag in October. Both these awards recognise the wider achievements of the pupils in both sports and community activities both inside and outside school. These awards highlight the leadership and positive engagement in partnership working of the pupils in the school. They also bring a range of skills and collaboration which are transferable across the school and in future pursuits. Parent and pupil surveys indicate how valuable these events and awards are, allowing us to build on our community links and relationships.

PEf has enabled us to fund 4 laptops to help support the DYW and Digital skills Agenda.

Observations and discussions show Staff do have a more skills based approach and link learning to transferable skills, but this is still not consistent. Events such as our Community Cafés and Sustainability work through Eco and RRSA have been areas where skills development has happened well. A visit to our local shop and from pop - up cafe business owner have helped some pupils make the link between the skills and learning they do and the World of Work and provided some valuable community links.

Digital technology has been used across all classes this year with all pupils and staff using See-saw to engage in reporting and reflecting in their learning. Almost all parents have indicated through survey and comment slips that they are happy with this way of instant reporting and would like all classes to use it more. 100% have signed up and 91% have engaged with the tool. Staff participated in a Digital learning Event with cluster colleagues at Mill ' Forest Primary. As a result of this a small digital group started training younger pupils in using ipads and Seesaw. This needs to continue and be extended further. Pupil surveys show that although ipads and apps are used well in school, even with our Digital passports, skills need to be more consistent and used across school. There is an indication that more pupils and staff would like to be involved in coding work and going back to basics of key skills such as keyboard skills, saving work etc. Refresh of passports needed next session.

Next steps

Continue the work started in Community Engagement and draw up a calendar of events linked to a sustainability calendar where we could link the opportunity to further promote skills and learning for life and work.

Engage with RRSA Silver level for re-accreditation and promote our Digital leaders to further engage and be ambassadors for technology such as RWG, Seesaw.

Staff and pupils would like CLPL to support digital learning and will engage with our cluster colleagues at Digital learning events and training. The cluster PT has offered to support this.

Refresh Digital Passports.

Priority 3 - Improving Children's health and wellbeing.

SHANARRI and Mental Health

HGIOS QI's 2.1 2.4 2.5 3.1

Progress and Impact

The pupils are continuing to use the Growth Mind set strategies linked to our Bounce Back Resilience programme. From observations and discussions most children are displaying a "I have a go" attitude. Our Nurture group has reported back that more than half the children are beginning to use Bounce Back approaches. With VL children have better understanding of what makes them learn best.

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 better the terms equality, diversity and inclusion. This will be continued.

The good work started in developing pupils understanding of SHANARRI indicators has been continued by developing a SHANARRI tool with Pupil RRS group and H & W committee. 68% children in the school returned the survey have better knowledge of themselves and what next steps are in own Health & Wellbeing. The areas for action were indicated as;

Support to cope when things go wrong

Being aware of their own personal goals and targets

Opportunity to lead and be a positive role model.

The school have investigated ways in which profiling can support sharing learning and achievements with parents and families to allow partnership between home and school to raise attainment. The school established Seesaw in September 2018 with 100% permissions returned and currently 91% engagement in the tool. The staff have also been using Sway to showcase the learning of the class by a presentation sent home after Terms 1 and 2. The pupils during reflective time engage in this discussing their learning and next steps.

This year we embarked on our first Health week- evidence from pupil, parent and staff feedback indicated that our Health Week was a great success. Mindfulness and Relax Kids workshops complimented the Growth Mindset, mental health and Bounce back work we were already doing in school.

Robust tracking and Monitoring and the Health and wellbeing surveys have meant targeted interventions such as Nurture Group, Breakfast Club, Playground Pals, Lifeskills have had a significant impact. Pupils are receiving support promptly and when is needed and class teachers have observed that children are in a better place to learn following interventions. Support staff and teaching staff indicate that Playground incidents have decreased with less quarrels coming back into school after break and lunch times.

Analysis of attainment data forming a coherent part of planning for improved learning is leading to progress and attainment improved for all learners.

Information is analysed more regularly for individuals, groups and targeted children so can be reactive in approach. Interventions planned to overcome barriers.

Morale and staff support is fairly high in the school, but there is still a real struggle with workload and inclusion with some high tariff pupils. More work is needed next session to support staff's Mental Health and well-being and address work-home-life balance.

Next steps

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. Staff able to continue target in classes over week.

Further work is needed in terms of Listening and talking.

Would also like to update our H & W progression and indicators to have more clarity. Continue with the good work started in developing pupils understanding of SHANARRI indicators and use the Health and wellbeing surveys.

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.

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, Digital Literacy and 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 and many opportunities for feedback 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. Continue with 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 will continue be involved more in language of learning, understand what is good feed-back and to help identify how they are doing and set next steps.
- Pupil voice in terms of choice, pace and challenge will be encouraged, opposed to teacher-led lessons.
- 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 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 a small decrease in attainment in Maths, Reading and Writing but this is linked into staff being more robust with their professional judgments, aligned to the benchmarks, and significant additional needs. Most children are achieving Benchmarks and 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 and want to develop this further.
- 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 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.
- 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.
- Continue to use frameworks and benchmarks to plan and assess Listening & Talking in a more coherent, consistent and robust fashion.
- Look at the Writing approaches, especially at the Middle stages and look at updating how it is assessed using an adapted version of the Criterion scale.

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.
- Extend the support and work around children's Mental Health and wellbeing and look at supporting staff in this too.

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

Level of quality for core QI: 4- Good
(HGIOS?4 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, VSE and Trio VSE 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 and sustainability events.
- 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. 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 2019-20

PEF Funding

Identified	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 7 or 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. Although SIMD data is mainly 8, we recognise some children are borderline to this and there are hidden deprivation challenges.
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The use of the **PEF** 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 **cluster** and school in the Visible Learning Programme and resourcing appropriately.

Some of the funding will be targeted to continue to support 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.

Early literacy has been identified as priority through Emerging Literacy Data, 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 ASL support as they go through the school. By using EL assessments be able to target support.

Depending on the resources and final costs, any carry forward will be used to help purchase Digital coding technology.

Expenditure

Resources/Equipment/ Materials	Breakfast Club resources, purchasing and training stakeholders. Emerging Literacy & Motorskills Resources Subscriptions/Other resources TBC		£500 £500
Commissioned/purchased services/partners	Osiris – Learn Scotland Visible Learning Training costs- Osiris Project VL Resources & training for staff, Cover time for Impact coach.	8.0 FTE	£1400 to (TOTAL) (£2400)

<p>Expected outcomes</p>	<p><u>Visible Learning Project</u> 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><u>Breakfast Club</u> 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> <p><u>Literacy Interventions</u> 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>Impact Measurements</p>	<p><u>Visible Learning</u> 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><u>Breakfast Club</u> 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>

Emerging Literacy and Motor skills

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.

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

Capacity for improvement

School 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 19-20

Priority 1 - Raising Attainment and Achievement

Continue to embed and build confidence Visible Learning & Emerging Literacy

Priority 2 - Creativity and Employability

DYW Agenda

Sustainability Calendar

Digital Technology- update of Digital passports and upskill staff.

Develop further SeeSaw as reporting tool.

Priority 3 - Improving Children's health and wellbeing.

Continue to develop SHANARRI and Mental Health for children and look at staff wellbeing too.

Continue to develop methods to track and share wider achievements.

Action planning

<u>National Improvement Framework Priorities</u>		<u>HGIOS and ELCC</u>	
<ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <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 Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability 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>Priority 1- Raising Attainment and Achievement</p> <p>HGIOS QIs</p> <p>1.3</p> <p>2.2</p> <p>2.3</p> <p>3.2</p> <p>** See in depth plans for both VL and EL***</p>	<p>Children at Glenberrie School will continue to engage with;</p> <p>Visible Learning Project</p> <p>* Pupils will understand more about how they learn.</p> <p>* Be reflective of own learning and share strategies and good practice. Use 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</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>and school, using Visible Learning approaches.</p>		
	<p>Emerging Literacy 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 including pupils across all stages in schools. <p>Continue to look at the Listening & Talking progressions & benchmarks so that judgements are more robust across the school.</p> <p>Look at the current Big Writing approaches and develop an adapted criterion Scale that works succinctly with frameworks& Benchmarks.</p> <p>Target support to Middle stages.</p> <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"> * secure foundation skills in early reading and writing. Evidence will be seen in 2 data capture points September 2019 and June 2020. * Pupils across other stages should see improvement in literacy results with targeted interventions with before and after data. *make appropriate progress in Literacy within the Early Level. *School should see a rise in literacy attainment at this stage. * Less ASL intervention should be needed in upper stages if interventions successful. * More robust judgments of listening & talking which reflect ES Benchmarks <p>* Should see consistent approaches in classes and improvement in writing at the Middle stages.</p> <p>*Attainment in writing should rise in line with other areas of curriculum.</p>	<p>PEF used to buy Fine and Gross Motor skill resources. PEF to target literacy resources needed.</p>

Evidence of progress/comments/identified next steps:

Date: 6.11.19

Visible Learning: Learning Walks & informal class visits have shown that L.I and S.C, including collaborative are being seen in most classrooms from almost all staff. VL impact coach & HT have been promoting use of our "Roots to Learning" characters and language is beginning to be used in almost all classrooms. Further time is needed to embed this. A summer holiday character hunt engaged families in the Learning characteristics. VL Impact coach spent time with cluster colleagues, pulling together where we are as a cluster to support further work & transitions to academy. More time on this is planned. Evidence from class work and pupil focus groups has shown than children are beginning to understand the ways they receive feedback, refer to feedback code and are starting to use reflections within their Seesaw profiles. Staff surveys have indicated that Relational trust is high and staff are willing to lead change and work collegiately for improvement.

Emerging Literacy: P1 Baseline assessments were conducted 1-1 with CT this session which meant valuable insights were made early on to target skills and support in P1. Staff familiar with the resources have been sharing knowledge with colleagues and adapted versions have been used to target children throughout the school. As a result of a working group, staff have adapted the criterion scale to a more child friendly version and have agreed to trial it this session. Most staff are now referring to ES Benchmarks and have built up evidence to share/discuss when agreeing achievement of a level. A Cluster moderation session helped to support this and build confidence in Professional Judgments.

Observations & Assessments have indicated already a more robust tracking of progress in listening and talking this session, with staff adapting our school rubrics and using Assessment grids. Continue to monitor this. ASL support has been allocated to writing slots to help this area of the curriculum.

Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 2 - Creativity and Employability</p> <p>HGIOS QIs</p> <p>2.2</p> <p>2.7</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>** See DYW Primary Plan for more details**</p>	<p>Pupils will:</p> <p>*Review whole school calendar - build in career education opportunities across the year and link in the skills of our sustainability calendar involving each year group:</p> <p>*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 :</p> <p>*Continue to use and embed Lifeskills Awards and put emphasis on describing and evidencing their skills development</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 the 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</p>	<p>Digital coding packages such as dot & Dash</p>

	<p>*Identify skills developed through wider achievement opportunities offered</p> <p>*Audit the extent to which employer engagement is embedded in life of the school,</p> <p>*Continue to Build Business Links - Identify employers and involve young people in making DYW group.</p> <p>*Experience a cohesive and up to date programme of learning in technologies including core digital literay skills, coding and Seesaw and be able to relate the relevance of their learning to their future, including the world of work.</p> <p>*Refresh Digital Passports</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>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>Pupils will have a clear idea of how the skills link to learning, life and work through Digital Skills Passport.</p>	
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Evidence of progress/comments/identified next steps:

Staff discussed and pulled together events which we have throughout the year such as community cafes, RRSA, Eco, Burns, School Trips and linked them to E & O's and developed a School Sustainability Calendar to show coverage over the year. Holistic Assessments are being used more effectively to bundle E & Os. The Pupil led DYW group have been meeting to look at ways we can improve our business links and are identifying "skills of the week". They hope to work with Digital Leaders to hold a Skills workshop in our Friday Activity slot. Evidence from plans and classroom observations indicated that both ipads and laptops are being used more effectively to support learning including a "back to basics approach" in line with core skills in our Digital Passports. Seesaw is being used by almost all teachers as way to share learning and reflect on knowledge and skills. Staff are working in collaboration with secondary colleagues to upskill their Digital knowledge, to support learning in area such as Google classroom. They have had 3 sessions to date and are able to transfer knowledge to senior pupils to aid transition.

Improvement Priority	Outcomes for learners	Impact Measurement	PEF
<p>Priority 3 Improving Children's Health and Wellbeing. HGIOS QI's 2.1</p>	<p>Pupils and staff will</p> <p>*Continue to engage in the Bounce Back and Growth Mind Set Programme.</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>2.4 2.5 3.1</p>	<p>*Continue with the good work started in developing pupils understanding of SHANARRI indicators and build confidence in this area using a Self-Assessment tool that pupils and staff developed last session.</p> <p>*Continue to engage with the RRSA for re-accreditation at Silver level</p> <p>*Develop a Mental Health Strategy for pupils and staff.</p> <p>*Continue to use Seesaw for profiling so 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/ supports to improve equity for all.</p>	<p>By using the tool and work of Pupil RRS group and H & W committee, all children in the school will have better knowledge of themselves and what next steps are in own Health & 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:

Growth Mind set and Bounce Back is being encouraged alongside our VL "Roots for Learning". Focus groups and learning walks indicate less than half the pupils are confident in this and really is our focus for the year. SHANARRI is continuing to be embedded through our classwork, Assemblies and Parent-Pupil Self-evaluation tool. Children with barriers to learning or Social, Emotional and Behavioural needs are being supported effectively with Pupil support Worker, Intervention & Prevention Teacher and Nurture Group support. Staff work flexibly to meet the needs of all children. Most staff have been CALMS trained and support staff are completing further nurture and adverse childhood experience (ACE) training in INSET days. A Health & Wellbeing team day is being planned

for staff to support them with their health and the demands on both physical and mental health in the current classroom climate.

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

Finlay's Fund

Aberlour Children's Fund.

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 and Lego 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, CLD Event and Community Coffee mornings.

The school achieved its second Gold Sports Award and was commended for the way our pupils lead the learning and sport sessions and are inclusive. Our Eco group gained our fifth green flag and took part in the Spring Big Litter pick event, raising the profile of our school's hard work through national media and being commended by the Prime Minister.

All pupils from P6 to P7 took part in the certified Bikeability Programme, took part in Community safety events with PC Crawford and worked alongside the NHS to deliver a very effective programme for Primary 6 and 7 pupils around Living and Growing. All P5-7 pupils were trained in First Aid and Defib training

Our pupils have been involved in improving our school through various audits including the playground, lunch hall and behaviour. Our Pupil groups and pupil parliament meet termly to discuss ways forward for the school.

Our pupils have the opportunity to go on many trips such as Castleton Fruit Farm, Cocoa- ooze, Stonehaven woods and beach, Spring show and Highland Show, St Cyrus beach and nature reserve and Gordon Highlanders museum- Aberdeen WW2 street trail, all allowing hands on learning experiences for our pupils. We were also visited by Guide dogs, Relax kids, Danse centre, Mindfulness workshops and Generation science. 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 second in the league. Our football team has gone from strength to strength representing us well in local tournaments.

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

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

We had a very successful Nativity performance and School Show, Christmas Singalong, Burns Afternoon, Community Cafe's 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 events. East Coast Viners have supported 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, Afternoon of Action and the Big Spring Litter clean up. 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 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 Race and Quiz nights, Bunny/Haggis Drive, Disco's and Bingo nights. The partnership organises these superb fundraisers for the school which were well attended by all in the Community.