

Aberdeenshire



COUNCIL

Education and Children's Services



Glenbervie School
Standards & Quality Report
2019 - 2020
&
School Improvement Planning
2020 - 2021

Last Updated September 2020

Aberdeenshire



COUNCIL

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. 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?

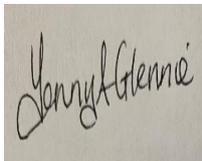
Looking inwards to analyse our work

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, Steeple Shop 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 2019-2020.

Priorities	
Priority 1 - Raising Attainment and Achievement HGIOS QIs	
1.3 2.2 2.3 3.2	
Continue to embed and build confidence Visible Learning & Emerging Literacy	
Progress	<p>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.</p> <p>Staff have been engaged in Professional Inquiry Impact Cycles to reflect on the level of understanding of "What makes a good learner?"</p> <p>Children have engaged with our Visible impact coach to create a song to help them share the learning roots with others and sustain the use of language within the school. Pupil voice and feedback has been very evident in this.</p> <p>A Shared Learning event has engaged parents in the Visible Learning and the staff alongside children created a Visible Learning sketch note to share their journey so far. This sketch note, shared learning event and parent information leaflet had helped further engage the parents in the teaching and learning in the school.</p> <p>Considerable differentiation and ASL support are evident in class visits and observations to meet the wide range of needs.</p> <p>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.</p> <p>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.</p>

<p>Impact</p>	<p>Visible Learning: Most pupils are now able to refer to our learning groups and almost all pupils talk about mistakes being ok and the way we learn, reflecting the Learning Pit and growth Mind set work.</p> <p>Focus groups and Class observations have shown that children are having more choice in their learning and are able to opt for challenge by upskilling or using the Mild, spicy, hot. They are also more confident in identifying their own learning targets and next steps that are Kind, Specific, Helpful and Timely. Almost all children are able to reflect using Seesaw as a tool to record this and share learning between home and school.</p> <p>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.</p> <p>Staff used Teams and their time in school following lockdown to capture what went well with remote learning, what aspects did we want to keep, improve and develop.</p> <p>Emerging Literacy: 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. All staff are using the Child friendly criterion scale which means there is consistency in assessment throughout the school.</p> <p>For Most pupils there has been a good foundation of skills in early reading and writing. Evidence has indicated that early Interventions from SALT and ASL has been required to support a small group working at a different pace. Family support through the Bookbugs scheme and Shared Learning Event in Literacy has been used to try and engage these parents and children.</p> <p>Evidence from tracking and Monitoring and ASL interventions indicate that pupils across other stages are seeing small improvement in literacy results especially in reading with targeted interventions.</p>
<p>Next steps</p>	<p>Visible Learning: Staff have planned the next part of the VL Impact Cycles to focus on Feedback so the data can be shared to help inform improvement planning.</p> <p>Using the VL principles and lessons from Covid 19 lock down staff plan to develop a Feedback Rubrik to share with pupils and parents.</p> <p>VL impact Cycles will continue to be used to embed the key principles of L.I, S.C. Growth mindsets and high quality, timely feedback.</p> <p>Pupil Voice will be key in shaping and gathering the of understanding of where pupils are at and next step in learning following lockdown and remote learning.</p> <p>Emerging Literacy: Writing is still an area for development and Big writing assessments indicate areas of concern. Despite considerable push in this area across the school, there is still a dip in attainment. Partnership working with SALT team has been identified as many of the barriers seem to be linked to speech, sound difficulties. Staff have agreed a back to basics approach- looking at the Tools of writing, colourful semantics to build sentences and the Big Writing VCOP approach to help improve the quality and length of written pieces. At present considerable intervention is targeted towards P4 P5class where the needs and range are more significant.</p>

Priorities

Priority 2 - Creativity and Employability

HGIOS QI's 2.2 2.7 3.1 3.2 3.3

Progress

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". Pupils have worked to come up with DYW agenda and have been involved in Community Cafés through the Social Enterprise Initiative. The DYW group support the skills agenda by sharing a skill of the week at Assembly and in displays in classes all week.

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.

All classes have had the opportunity to work with a Visiting Specialist to upskill the Coding and programming aspect of the curriculum and most are much more confident in using technology such as the ipads, laptops and Clever Touch to support their learning. PEF funding supported the Gooseberry Planet resource. This resource tackles the online safety aspect and links into the 3 year rolling H& W programme that is used in the school. PEF funds were also used to purchase of some new IT equipment to support this area.

Impact

The Learning for Sustainability Calendar has enabled staff to pull together aspects of the curriculum and work collaboratively.

The DYW group have successfully linked with local businesses such as MacPhie of Glenbervie and the Steeple Shop to support Community events. They successfully ran a Burns fest event involving the local community and used and developed many of the skills for learning, life and work. Pupils are now more confident talking about their knowledge and skills. This is clear when in class and through VL Pupil focus Groups. The STEM partnership project with Mackie and Primary had a positive impact in both collaboration of staff strengths and the learning and teaching of the pupils. It has led to a more shared understanding of the ability, levels and differentiation required in primary which supports transfer of shared knowledge in transition.

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.

<p>Next steps</p>	<p>Our DYW group want to build on skills success of community café. They hope to continue work with Digital Leaders to hold a Skills workshop in our Friday Activity slot.</p> <p>Our Digital Passport is currently being looked at by staff and Digital Leaders to be more in line with the new guidance from Education Scotland.</p> <p>Staff and pupils want to build on Digital learning gained and captured in lockdown to further promote this area of learning and support should we return to a period of remote or blended learning.</p>
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<p>Priorities</p>	
<p>Priority 3- Improving Children's Health and Wellbeing. HGIOS QI's 2.1 2.4 2.5 3.1</p>	
<p>Progress</p>	<p>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.</p> <p>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 was planned for staff to support them with their health and the demands on both physical and mental health in the current classroom climate.</p> <p>The school experienced a rise in children with Significant Additional needs. Staff have completed sensory training and support staff have engaged in further Nurture training and CALM re-accreditation. Parents have been invited to share with staff strategies and expertise they have in dealing with difficulties and the school has engaged in some partnership events with both the pre-school and other agencies to have a shared understanding of addressing barriers to leaning. Tracking and Monitoring is used well by staff and HT to prioritise support and resources. Nurture group has been established x2 week and valuable sessions with IPT and PSW are continuing to support both SEBD and Mental health/Nurture.</p> <p>Our Visible Learning, Growth Mind set and Bounce Back Resilience Work has been high profile as we seek to support pupils and staff. The Collegiate team approach using the work of Paul Dix to engage in a shift in mindset in terms of behaviours has enhanced the positive ethos of the school team.</p>

<p>Impact</p>	<p>Our Visible Learning, Growth Mind set and Bounce Back Resilience Work has been high profile as we seek to support pupils and staff. However, evidence from both Teaching and Support Staff meetings suggest highlight that staff are struggling to cope with additional workload that these pupils require. For staff Health and wellbeing we have tried to instigate "Walk out Wednesdays" or " Throw out Thursdays" to help maintain the Work-home life balance. Greater understanding of ACE and Nurture is evident within the staff team who work collaboratively to support pupils. There is a collegiate willingness to continue to learn, adapt and complete further training to support pupils.</p>
<p>Next steps</p>	<p>WTA needs to be looked at to address the extra paper- work, meetings and differentiation of resources. Staff informal debriefs with a cuppa at the end of day to help bouncing ideas and support Mental Health and wellbeing of team. Nurture Wellbeing to build back better- develop recovery resources, strategies , supports and make this key priority in Term 1 2020/21 following lockdown.</p>

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

This QI also focuses on the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation

Relevant NIF priority: All

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

Level of quality for core QI: 4 Good

(HGIOS 4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

How do you know?

There is a very positive ethos within Glenbervie school. All staff and almost all pupils can articulate the vision and values which are used daily in learning conversations. The vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale and are embedded in the life of the school.

The school have a clear curriculum rationale in place ensuring it reflects the uniqueness of our community. All stakeholders have an awareness of our rationale.

There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.

The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement

All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.

Glenbervie school has robust quality assurance processes to ensure there is a focussed attention on monitoring and evaluating learning and teaching. Classes are observed regularly, peer observations are planned for and there is consistency in practice across the school.

Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.

There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster

Pupil voice used to identify areas of strength and development across the school.

There are many opportunities in place for pupils to drive forward improvement and ensure their voice is heard. All pupils have focussed responsibilities linking to skills for learning life and work.

There are many opportunities for staff to take on leadership roles within Glenbervie School.

All staff at Glenbervie school know their children very well and are very much aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.

Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually taking into account personal development needs and school improvement priorities with agreed targets to improve outcomes.

Glenbervie school works effectively with schools within their cluster to identify common areas for improvement.

Cluster HTs engage in cluster capacity building activities to support leadership and improvement.

Glenbervie school has become involved in a self-improving school partnership with other schools in Aberdeenshire (not cluster).

What evidence do you have of positive impact on learners? What are you going to do now?

During session 2018-2019 a full review of the vision and values took place. All stakeholders were involved in this. A new motto was developed, and a competition was held with pupils creating a graphic to illustrate our vision and values. The vision and values are referred to in everyday classroom practice. The Vision and values are referred to in pupils' groups, assemblies, newsletters etc. The vision and values work has also been dovetailed into our visible learning work around what makes excellent learning and teaching at Glenbervie which all stakeholders were also involved in.

Glenbervie curriculum rationale was reviewed by all staff in Feb 2020. Opportunities for parents/carers and community to review this were also provided through a community café opportunity.

Staff and parent focus groups are ongoing.

You said, we did approach is used.

Social media is used effectively to seek opinion. For example in our vision and values work as well as our visible learning. Newsletters provide regular opportunities for parents to be involved in the school. Shared learning sessions are planned for each year which centre around aspects of the school improvement plan.

A consultation has taken place with identified community partners including CLD partnerships around how we improve our community and the central role the school plays within this.

Community were consulted on the vision and values and there were also DYW opportunities within this by consulting with businesses around what skills and qualities they would want from our pupils. The school engage with the community within learning opportunities and classes regularly plan community links relevant to learning and teaching.

There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. There are also planned opportunities for staff to engage with GTCS standards with a view to evaluating and improving practice. (e.g.) Standard of the week. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.

QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices.

Visible learning examples for peer monitoring have been used effectively. There has been a clear focus on learning intentions, success criteria and feedback.

Visible learning – cluster wide CPD programme – All staff involved in nurture training to enable staff to provide effective support to all pupils.

Glenbervie have a pupil parliament that supports work in this area. They have started to engage with How good is OUR school in order to support this practice.

There are pupil groups in place for areas such as Rights respecting, digital leaders and DYW. The school has a learning for sustainability yearly calendar which exemplifies the opportunities that exist for pupils to lead across a whole school session

Teaching staff have a range of leadership opportunities such as Forest Schools, digital leaders, 1+2 and visible learning amongst many others.

During session 18-19 a focussed piece of work was undertaken by Glenbervie in consultation with CLD team to create a profile of the community and village.

CPOP

Visible learning work has been an aspect of focus over the last three years.

Whole School QA calendar.

CPD opportunities linked to PRD

All staff have opportunities and take on leadership roles.

Moderation work.

QI Work

Visible learning opportunities

SNSA, cluster attainment reviews.

With two other schools' opportunities have been provided for colleagues to engage in self - evaluation opportunities to share practice as well as engage in VSE activities within each school.

What are your improvement priorities in this area?

Staff

- 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 embed and revisit in line with any new staff pupils, families etc

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 continue to be encouraged.
- 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 explore ways of involving the wider community in self-evaluation.
- Give that we have just come out of lockdown and are dealing with Global Pandemic, find ways to support and work in partnership with our community to address needs and concerns, including consideration to the cost of the school day.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

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/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

How do you know?

The ethos of Glenbervie School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes.

Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.

Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.

Most pupils are becoming increasingly independent in their learning.

There is consistent practice in place within all classes at Glenbervie linking to AIFL and feedback. Differentiation exists across all classes.

Most pupils are involved in self/peer assessment opportunities.

Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In most classes' pupils are involved in co constructing success criteria with staff.

Almost all staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.

All pupils have regular opportunities to work individually, in pairs and in groups. Most classes have opportunities to work with other classes

Almost all learning experiences are planned to match pupils needs/abilities.

All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning.

All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps.

Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.

Termly tracking supports pupils progress in learning.

Digital technology is used to support learning across all classes/ Digital passports have been developed to support planning and assessment as early, first and second level.

Parents/carers and pupils share learning through the use of a digital platform - Seesaw

All staff and pupils use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.

What evidence do you have of positive impact on learners? What are you going to do now?

QA processes in place across the school year.

Pupil wellbeing questionnaires

Leuven scale work in place across the school for engagement.

Vision, values and aims work.

Pupil focus groups and visible learning impact cycles.

Visibility and ongoing engagement within classes by Head Teacher.

Pupil parliament and other pupil opportunities

Learning for sustainability calendar

Co-operative learning opportunities.

Opportunities for choice in everyday learning are provided through different approaches including Mild, spicy, hot and upskilling choice.

Learning visits

Visible learning work including the work of Hattie and Clarke.

Evidence in displays

Pupil work

Most pupils can talk about personal targets for learning.

QA processes taking place throughout the school year.

Glenbervie have developed an effective feedback code to ensure there is consistency across the school.

Forward planning

Class work – ongoing.

Materials from Shirley Clark and John Hattie have been used as a focus for development in this area.

Pupils have regular opportunities to engage and lead assessment through self and peer assessment approaches.

This work also supports pupils' understanding of knowledge and skills they are developing as well as their identification of strengths/next steps.

Collegiate working and sharing of good practice has been considered through the use of visible learning impact coaches.

Teachers planning.
Class visits.

Aberdeenshire frameworks and national benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. Staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.

National benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.

Glenbervie has an agreed assessment calendar which shares key areas of focus throughout the school year.

PEF is used to support staff to plan interventions to overcome any barriers faced. (e.g.) the development of a breakfast club to support identified pupils. Emerging literacy resources used to support identified gaps.

Professional dialogue ongoing throughout the session.

Termly tracking meetings are held with staff.

Almost all staff implement and use a visible learning feedback code to discuss what pupils are learning, how they have been successful and identify their next steps.

SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.

Consideration of trends in data are used appropriately to inform future improvement planning.

Session 19-20 there has been a key focus on L&T following interrogation of data.

Staff have been involved in development work for the cluster around non negotiables in numeracy in order to support transition between primary and academy.

Glenbervie has digital leaders and effective is used made of laptops/iPad/Clevertouch boards and more recently, coding technology. Technology is also used to support targeted interventions planned for (Read, write , Gold) Primary 6 pupils are Read, Write Gold ambassadors.

Feedback from parents/carers around the use of Seesaw to share learning, progress and feedback is very positive.

Twitter and Facebook is used to promote everyday learning and achievements.

Member of teaching staff is Forest school trained and plans outdoor activities with staff. The local woodland area is very well used as a learning resource. This is also used to provide targeted interventions for identified pupils.

Glenbervie have developed a life skills award scheme and have strong informal links with local businesses.

Learning for sustainability calendar developed by staff during session 2019-2020.

What are your improvement priorities in this area?

Embed agreed processes and practice in relation to feedback to support pupils.

Continue with work such as learning conversations with pupils so staff can ensure there are a variety of opportunities for pupils to take a lead role in their learning.

Evaluation of pupils groups such as pupil parliament in order to ensure this work is having an impact.

Embed the practice around co-construction LI/SC is in place in order to ensure there is consistency across all classes.

Continue to use visible learning approaches to improve pedagogical practice and improve outcomes for all learners.

Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward.

Continue training for staff around assessment incorporating support from local authority QAMSOs. Continue to familiarise all staff with the interrogation of SNSA data.

Continue this work to ensure practice is up to and relevant.

Continue to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

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?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

How do you know?

All staff at Glenberrie have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.

All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. This will be especially important this session recognising the supports and concerns around the Global pandemic and finding ways to be mindful of the Cost of the School day such as cost of trips, charity events etc.

The school have developed a whole school promoting positive behaviour policy. A promoting respect and resilience policy has also been developed which is underpinned by the UNCRRC. High expectations of behaviour with incidents dealt with promptly and effectively.

All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues

All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately

Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others

The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.

Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing

A range of universal supports are available in all classes.

Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs), and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.

All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.

Termly tracking meetings with a member of the SLT and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.

Class teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support, co-operative teaching, consultation, direct intervention and professional development. ASL teacher has good relationships with families and outside agencies and is pro-active in addressing next steps.

Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Transition meetings are held annually for ASN pupils involving previous and new teacher.

What evidence do you have of positive impact on learners? What are you going to do now?

Effective staged intervention approaches in place. ASL assessments carried out as and when required. Collaborative professional dialogue. Single and multi-agency planning. All staff are also engaging in ongoing training to support pupils. This includes ACES.

Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work. An open-door policy is in existence for all comments/queries. V,V,A work carried out.

Annual update of training carried out. Students and supply staff are given appropriate information on arrival. Staff complete annual data protection, equalities and diversity training as provided by local authority. A log is kept of any complaints/queries.

Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing. School uses Bounceback programme to support this. ALEC resources are also used to support.

ALEC/SCARF resources used – three year rolling programme for smaller schools. The school has been awarded the following recognition:

First school in Aberdeenshire to receive second Gold Sports award which puts pupils, wellbeing, activity and leadership at the heart of our work.
Five eco flags have been achieved at Glenbervie.
Woodland school accreditation award linking to outdoor learning.
Silver Rights respecting award.
Social Enterprise in Schools Award.
Tracking work.

Frameworks for planning

V, V,A

Rights respecting schoolwork

Partnership with local church and community groups, police liaison and community officers, Bikeability. The school also operates a three-year rolling first aid and CPR programme.

Pupils and staff have worked together to create” Brainboxes “which provide a range of supports that pupils can access independently. The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.

Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL.

EP take part in the planning and assessment for pupils.

Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.

Sensory support provides ongoing guidance and support for a staff member.

Some staff are nurture trained and use this to support pupils

The school keeps an up to date audit of need to support the deployment of staff and consideration of interventions to be planned for to support pupils.

MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils’ needs.

HT meets termly with SFL staff in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.

Staff visit partner providers within the community to support transition from Early years setting to P1. A programme of fie visits is carried out each year to support transition to p1. P6 pupils act as buddies for new P1 pupils in term1.

The cluster has a comprehensive transition programme run in partnership with cluster primaries/Mackie Academy/ Aberdeenshire engineers and CLD. There are series of visits in place.

There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families. A summer programme is also offered.

What are your improvement priorities in this area?

Continue to develop approaches and incorporate more opportunities to develop mental wellbeing including the use of Therapets, mindfulness, relax kids etc. as trialled in health week during session 2018-2019.

Continue to further celebrate diversity through ongoing opportunities.

Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.

Continue to build capacity as a team to ensure the needs of all pupils are met. Number of pupils requiring targeted interventions has increased over the last two years.

Continue to embed whole school nurturing approaches. Staff will be given ongoing opportunities to cascade any information from training received.
Work with the school community and Parent council to support families after the Global pandemic and find ways as a school to minimise the Cost of the school day and be mindful of changed circumstances.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all 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?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

How do you know?

There is a positive picture of attainment for Glenbervie School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels. Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.

The school has a robust TMR system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact. All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.

Pupil Equity Funding has been used to support the development of phonics and pre handwriting skills which in turn has an impact on reading, writing, listening and talking attainment. It has also been used to support the development of effective pedagogy through the visible learning three-year cluster programme. Glenbervie has also targeted PEF resources to support health and wellbeing through the formulation of a parent run breakfast club.

Glenbervie pupils are successful, confident and responsible. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. All pupils are involved in whole school development groups and a strong pupil voice forms part of self-evaluation activities.

Pupils participation with their wider community is successful through developing partnerships.

Achievements are recognised and shared across the school. The school are developing their systems in tracking this information to ensure identification of any pupil at risk of missing out.

Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities.

Attendance levels are generally high, exclusion rates are low, and inclusion is successful for most pupils

What evidence do you have of positive impact on learners? What are you going to do now?

Overall school professional judgements of CFE levels show good progress for most learners. Through school tracking procedures a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils.

Universal supports exist in all classes. Brain boxes have been developed by pupils and staff to support this. The school have Read, Write, Gold pupil ambassadors. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.

TMR system and tracking meeting info.

HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils.

The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Glenbervie and with neighbouring schools. Glenbervie staff have also made a start on robust tracking of digital skills and life skills.

Glenbervie school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.

Visible learning training and collegiate sessions have taken place over the last three sessions ensuring improvements in pedagogy and practice. Currently there is a focus on feedback.

Visible learning impact coach supports development in these areas and also promotes leadership.

Parental volunteers run the breakfast club, organising rotas etc.

All pupils involved in pupil groups including rights respecting, DYW and Sports and health wellbeing and digital/eco group.

Whole school action points and development work is shared through pupil parliament work. This work is then displayed on pupil group display boards in the school. A pupil friendly improvement plan has also been created and this is used in self-evaluation activities by pupil council groups. There are further opportunities for pupil leadership through buddies and prefects. Pupils also have opportunities to take ownership and share their learning through shared learning events and community cafes.

Partnership working with community groups such as the steeple shop, MacPhies, East Coast Viners, Drumlithie Improvement Group (DIG), CLD links and community cafes.

Ongoing praise slips and shared value awards.

Assemblies

Seesaw online platform to share

All pupils are encouraged to share wider achievement. All pupils are developing their skills for learning, life and work through our life skills programme.

Achievements out with school are shared and displayed on the good news board and also on social media platform. This gives the opportunity to link and promote achievements linking to school values.

Staff and parents run a variety of clubs after the school day which include Lego club, choir, cross country, badminton, netball and football. Pupils also have the opportunity to run lunchtime clubs for others. These include book club, Bunny rota, Euro quiz and rotary quiz.

Tracking of attendance and lates HT monitors all lates as at main entrance daily.

What are your improvement priorities in this area?

- 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.
- Further devise and advance planning for business partnership working for the school session and tie this into our sustainability calendar.
- 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 2020-2021

<p>Identified gap</p>	<p>Analysis of the SIMD data shows that no child at Glenberrie Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7 or 8. Although Glenberrie 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.</p> <p>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 Outdoor Learning and Health and Wellbeing interventions. This includes nurturing wellbeing to build back better. These then need to be resourced appropriately to help support the mental and health and wellbeing of children following Covid19 and Lockdown.</p> <p>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.</p> <p>Literacy has been identified as priority, especially writing through both 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 and focussing PEF at targeted children and stages be able to target support.</p> <p>Depending on the resources and final costs, any carry forward will be used to help purchase Digital technology that became apparent during Lock down needed to be added to in terms of capacity.</p>		
<p>Expenditure</p>	<p>Resources/Equipment/ Materials</p>	<p>Breakfast Club resources, purchasing and training stakeholders. Emerging Literacy & Motorskills Resources Subscriptions/Other resources TBC Digital Devices (ipads/Chromebooks)</p>	<p>£500</p> <p>£1000</p> <p>£3500</p>
	<p>Commissioned/purchased services/partners</p>	<p>Nurture/Health & Wellbeing /Outdoor Resources & training for staff, (10 staff members) Cover time for Impact/ coach and training.</p>	<p>£3224 to</p> <p>(TOTAL) (£8224)</p>
<p>Details all kept on school spread sheet</p>			

<p>Expected outcomes</p>	<p><u>Nurture Wellbeing to Build Back Better Project</u> Work with Muddy Boots OWLNEG and Stonehaven Cluster Schools to develop Outdoor Learning across our school. We aim to draw on the work of Nature nurture and building nurture wellbeing. 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 nurture and outdoor framework to upskill our school. It will be a consistent and coherent approach in partnership with our cluster and Pupil Support Worker.</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 writing 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><u>Digital Interventions</u> Following Lockdown it has become evident that many of our Digital Resources needed upgrading/supplementing to support the capacity and delivery of blended/remote learning. By adding to this there will be a more equitable provision to support both staff and learners to allow levels of high quality learning and teaching to continue and for children to continue to make progress.</p>
<p>Impact Measurements</p>	<p><u>Nature/Nurture and Outdoor Learning</u> All pupils involved in through the projects 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 these interventions.</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> <p><u>Emerging Literacy and Motor skills</u> 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 to further support writing. Further resources will be purchased to support this.</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
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Digital Interventions

These will be monitored through the schools Digital passports and skills grids and by monitoring through skills taught. The pupil engagement and return of activities will gathered in the event of further blended/remote learning.

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.

Wider Achievements

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

Stoney Cares

Young Minds

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, Lego club, Football, Netball, Badminton and Cross Country and run by staff and parents from the school.

All of our classes took part in Enterprise Activities in Partnership with Social Enterprise 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 School Show, CLD Event and Community Cafes.

The school achieved its Social Enterprise in Schools Award, even with lockdown and was commended for the way our pupils take on leadership roles, develop skills for life, learning and work and are inclusive.

All pupils from P6 to P7 took part in the certified Bikeability Programme, took part in Community safety events with Police Liaison and worked alongside the NHS/CLD to deliver a very effective programme for Primary 6 and 7 pupils around Mental Health & Peer Pressure. All P5-7 pupils have been 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 Drum Castle, Science Centre, Duthie Park and Den in the Glen -prior to Lockdown and all allowing hands on learning experiences for our pupils. We were also visited by SSPCA, Book Bugs, Guide dogs, Mindfulness workshops and Generation science. Fabulous experiences for all involved.

Some of our primary 7 pupils prepared to part in a Rotary Quiz with the Rotary Club and similarly our Primary 6 Euro Quiz team prepared hard, but sadly were unable to attend due to lockdown. Our P3/4 Sports hall Badminton team prepared for the finals for a fourth year and 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.

We had a very successful Nativity performance and School Show, Christmas Singalong, Burns Afternoon, Ceilidh Making Project Community Cafe's and Celebration of Achievement (albeit by T4 Virtual!)

Memories are made of this:

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 Football 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, Steeple Shop have worked with our DYW group to plan the Community Burns Fest, raising considerable funds.

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 contributes normally 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, alongside the Stonehaven Cares Christmas lunch.

Football and Cross country teams had a terrific year supported by our parent and former pupil volunteers. They did exceptionally well in their matches 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 and continued to strive to do so through lock down.

Action planning

<u>National Improvement Framework Priorities</u>	<u>HGIOS</u> and <u>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. 	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioner 1.5 Management of resources to promote equity
Key drivers of improvement	2.1 Safeguarding and child protection
School leadership	2.2 Curriculum
Teacher professionalism	2.3 Learning teaching and assessment
Parental engagement	2.4 Personalised support
Assessment of children's progress	2.5 Family learning
School improvement	2.6 Transitions
Performance	2.7 Partnerships
Key drivers of improvement	3.1 Improving/ ensuring wellbeing, equality and inclusion
School leadership	Specific to HGIOS 4
Teacher professionalism	3.2 Raising attainment and achievement
Parental engagement	3.3 Increasing creativity and employability
Assessment of children's progress	Specific to HGIOELC
School improvement	3.2 Securing children's progress
Performance	3.3 Developing creativity and skills for life

Priority 1 Covid Recovery– Issues Relating to Staff Wellbeing

Evidence/Data Informing Priority		Covid Lockdown March-August 2020		
Specific Actions & Interventions	Who?	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
	Q.I. 1.3		Complete	
	Leadership of Change		Ongoing	
			No Prog.	
<p>Decisions regarding the 'safe' reopening of our school are agreed as a collegiate team where all issues are discussed in open and transparent environment. Opportunities for frank discussions allow staff to share concerns and seek reassurance.</p> <p>HT to ensure risk assessments, operating procedures and their impact are agreed and fully understood by ALL staff.</p>	HT	<p>ALL staff are comfortable with and understand the safety measures and interventions in place.</p>	By Sep 2020 Then Ongoing	<p>At every Collegiate, staff review and agree the RA to ensure they are comfortable with safety measures in place. Reviewed regularly as a team so happy with measures.</p>
<p>HT to ensure staff meetings are an opportunity to focus on the wellbeing of staff.</p> <p>ALL staff are provided with individual time to talk with HT regarding their own wellbeing, experiences and will be signposted to any support available.</p>	HT	<p>ALL staff feel supported, motivated and able to perform their job in these challenging times.</p>	By Sep 2020 Then Ongoing	<p>Staff wellbeing is key- Inset Day took outside and check in cuppa/chats happen regularly at end of day. Further offers of support have been made by authority to support bereavement and staff sign posted to this.</p>
<p>HT to ensure staff workload is minimised during the recovery period with no formal expectation on planning, monitoring and CLPL.</p> <p>HT to ensure ALL staff "go home" at a reasonable time to focus on their family members and own wellbeing. Use Walk Out Wednesdays etc to support this.</p>	HT	<p>ALL staff settle back to a routine well.</p> <p>No evidence of staff burn-out.</p>	By Sep 2020 Then Ongoing	<p>Staff are working hard to set up new routines, but are able to slow down pace of learning in line with recovery. Many staff are leaving at reasonable time and NCCT has supported this, but some staff including myself need to get better at balancing work-home balance.</p>
<p>HT and Class Teachers agree and understand the expectations regarding managing the 'blended' learning of pupils when in the class and when at home should this be necessary. Modify WTA in response to this consulting Trade Union guidelines.</p>	HT Staff	<p>ALL staff ensure a consistent and equitable approach across all stages in the school.</p>	Ongoing	<p>HT/staff have prepared for blended learning and have reviewed lessons learnt from Distance learning to support if this becomes necessary. WTA reflects this.</p>

Priority 1 Covid Recovery - Issues Relating to Learner Wellbeing

Specific Actions & Interventions	Who? Q.I. 1.3 Leadership of Change	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
			Complete	
			Ongoing	
			No Prog.	
<p>Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities; talking, play and enjoying the broad curriculum.</p> <p>Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people's learning needs on their return to places of learning</p> <p>Use Health and Wellbeing Assessments to gather information from pupils and parents.</p> <p>The "formal" curriculum focus will be on Health & Wellbeing, Literacy and Numeracy only during term 1 with opportunities to learn outdoors maximised using opportunities for IDL.</p>	<p>Staff/HT</p>	<p>ALL staff build up a holistic picture of the needs of learners enabling interventions, support, challenge to be planned.</p> <p>Use previous years' forward plans, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress.</p> <p>Use of engagement in learning evidence used during lockdown to support gathering of information on children's learning.</p> <p>Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners</p>	<p style="background-color: #ffcc00; padding: 5px;">By Sep 2020 Then Ongoing</p>	<p>Staff training on CP completed, alongside Nurture training and information from EPS team.</p> <p>Staff through discussion and observations have built up picture of needs on return.</p> <p>Evidence of engagement & Baseline assessments have helped all staff identify priorities/interventions and allocate staff support/resources accordingly.</p>

<p>Re-establish routines by allowing for a period of adjustment by acknowledging the challenges this may bring. Support families and individuals to do this (<i>it can also be for those basic daily routines such as sleeping and getting up</i>).</p> <p>Visual timetables used universally in all classrooms.</p>	<p>HT Staff</p>	<p>ALL members of the school community feel equipped and supported to re-learn a new rhythm of school and daily life.</p>	<p>By Oct 2020 Then Ongoing</p>	<p>All members of school community feel supported and equipped sufficiently to new routines. Will monitor and adapt as necessary.</p>
<p>Re-establish the school vision, values, relationships, ethos and expectations. Staff to ensure children's learning experiences have a focus on how we treat each other and on re-building relationships, creating a safe environment and re-creating the positive culture we had.</p>	<p>HT Staff Learners</p>	<p>ALL members of the school can articulate our vision and values and why they are important in our school. ALL learners feel safe, included and nurtured.</p>	<p>By Oct 2020 Then Ongoing</p>	<p>The VVA aims has been reinforced through Virtual Assembly, class charters and communications with parents.</p> <p>Our SHANARRI survey and nurture group work indicates that all feel safe & included.</p>
<p>Ensure the sensory needs of our learners are considered. The hustle and bustle, movement and interactions with many people in school may be difficult for children to adapt to after spending extended time with immediate family only.</p>	<p>HT Staff</p>	<p>ALL members of staff aware of sensory/individual needs and make use of Nurture Space and support staff for those having difficulty.</p>	<p>Ongoing</p>	<p>Staff have information and daily chats regarding individual needs. Nurture group runs x2 weekly and additional support including team teaching , PSW in place.</p>
<p>All staff to receive refreshed safeguarding briefing on return.</p>	<p>HT</p>	<p>ALL staff feel confident to respond to disclosures/observations/concerns effectively.</p>	<p>By Aug 2020</p>	<p>Staff training on CP completed, alongside Nurture training and information from EPS team.</p>

Priority 1 Covid Recovery – Issues Relating to Parent/Carer Wellbeing

Specific Actions & Interventions	Who? Q.I. 1.3 Leadership of Change	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
			Complete	
			Ongoing	
			No Prog.	
<p>In partnership with Glenbervie School Partnership, plan a series of virtual informal events to renew our school partnership. When restrictions ease then develop further. (Coffee events, HT drop-in sessions*) to ensure the momentum and working relationships which was established are quickly re-established.</p> <p><i>*Following Guidance regarding social distancing etc</i></p>	HT Staff Learners	ALMOST ALL members of the school community feel included and involved in the life of the school.	Ongoing	<p>To date questionnaires by Forms indicate that almost all pupil/ parents feel included. Communication through Seesaw, social media has helped support this.</p> <p>Virtual P1 info session & Shared Learning Videos has helped involve all as cannot enter building.</p>
<p>Revisit our previous work on the Cost of The School Day to signpost families/individuals to the initiatives in place at Glenbervie to reduce the cost of the school day. Remind families of Free School Meals Provision, School Clothing Grants etc. which provide financial assistance,</p>	HT Staff	ALL members of the school community are aware of how to seek help, support and advice.	Ongoing	<p>With GSP have revisited Cost of School Day. Information has been sent out regarding supports that are available. Uniform/Jacker swap shop has been set with Covid procedures.</p>
<p>Ensure parents are actively involved in the GIRFEC process (assessment, identification and action planning) where interventions are required.</p> <p>Ensure parents are regularly updated by school staff.</p>	HT Staff	ALL parents are involved in building a holistic picture of the needs of learners and are aware of and understand interventions and supports in place.	Ongoing	<p>All parents have used the Health & Wellbeing Survey to be involved in GIRFEC processes. Further supports either through ASL, EPS, SALT, PSW have all been accessed and discussed with parents.</p>
<p>Ensure parents are signposted to help/support for a wide range of issues (health/bereavement/financial) by working closely with CLD. PSW, EP and SW Colleagues.</p>	HT Staff	School can signpost parent/carers to help and assistance in the community.	Ongoing	<p>Admin Team, EP, SW and Council have all signposted supports through email and Social Media to families. Continue to do so.</p>

Priority 1 Covid Recovery – Issues Relating to Transitions

Specific Actions & Interventions	Who? Q.I. 1.3 Leadership of Change	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
			Complete	
			Ongoing	
			No Prog.	
<p>Soft start bringing in P1 in for a session themselves in week 1</p> <p>Continue Seesaw engagement and activities if needed.</p> <p>Allow new children to have half days until the end of week 2.</p> <p>Hold Primary 1 induction meeting virtually with parents and send out information packs.</p>	Staff	<p>Primary 1 learners continue to forge trusting relationships with staff.</p> <p>Primary 1 parents feel confident and supported as their child starts school.</p>	By Oct 2020	<p>P1 settled extremely well with no separation anxiety. Links with Seesaw during lockdown helped build good relationship. Daily playground greeting with HT/Staff helps, as did Virtual P1 induction and distanced visits at end of Term 4.</p>
<p>Ensure last years Primary 7 parents have been provided with good quality information to enable their child to settle into secondary school.</p> <p>Continue to engage with Seesaw for Week 1.</p> <p>Transition planned with Mackie Academy.</p>	HT Staff	<p>Last year's Primary 7 learners have a sense of closure by receiving a fond farewell by the school.</p> <p>Primary 7 parents feel confident and supported as their child starts school.</p>	By Oct 2020	<p>P7 were supported fully in transition by primary and academy through excellent transition resources online and in staggered small group entry. P7 teachers have stayed in contact to support throughout T1 and all have reported good experiences and confident children.</p>
<p>Close Liaison with CT from 2019/20 and collegiate approach to support missed transition visits to 2020/21 class.</p> <p>Continue to use Seesaw to share information and engage parents</p>	Staff	<p>Learners and Parents feel confident and supported as their child starts new stage.</p>	By Oct 2020	<p>Excellent Collegiate working and Seesaw has meant all children and parents have had a smooth return. Any who need extra support have been identified and supported. Seesaw continues to be used well alongside school communication to engage and support all.</p>

Priority 2 Improving Children's Health and Wellbeing.

HGIOS QI's 3.1 Improving/ ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection 2.2 Curriculum 2.4 Personalised support 2.5 Family learning

Evidence/Data Informing Priority Covid Lockdown March 2020- August 2020. As a result of School Improvement Planning and Data Gathering from Session 2019/20 observations, focus groups and Health & Wellbeing Surveys, although progress has been made, time is needed to embed approaches & strategies. Pupil and staff focus groups indicated that further development of skills based approach is needed to support good work already going on.

Specific Actions & Interventions	Who?	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
			Complete	
			Ongoing	
			No Prog.	
<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 and build confidence in this area using a Self-Assessment tool that pupils and staff developed.</p> <p>Continue to develop RRSA work within school.</p>	<p>HT</p> <p>Staff</p> <p>Pupils</p> <p>Parents</p>	<p>Children will continue to 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 & W committee, all children in the school will have better knowledge of themselves and what next steps are in own Health & Wellbeing.</p>	Ongoing	
<p>Staff Training in Outdoor Learning sessions (Summer Holidays)</p> <p>CLPL with Forest School Trained Staff (Shadowing or as part of Inset/Collegiate.)</p> <p>Create an Outdoor Learning resource Bank and Risk Assessment</p>	<p>Staff</p>	<p>By Observing and holistic assessments staff will see increase in socialisation, resilience and ability to adapt.</p> <p>Transference of skills and learning in a new context will be tracked with learner confidence and engagement being noted using Leuven Scale & Skills grid.</p>		

<p>Develop skills for learning, life and work by encouraging and celebrating achievements both in class and out of school.</p> <p>Take part in a wide range of learning experiences, with particular focus on digital technologies, enabling personalisation and choice facilitating the development of skills for learning, life and work.</p> <p>Develop Skills Progression to track progress across school.</p> <p>Share their successes and achievements with others.</p> <p>Participation in pupil groups: Rights Respecting Schools, Eco Schools, Fairtrade, Sports Committee, and Pupil Council.</p> <p>P6-7 pupils encouraged to engage in volunteer, working towards the Young Aberdeenshire Volunteering Awards.</p> <p>Engagement in global citizenship focussed activities</p> <p>Engagement in leading awareness days and charitable fundraisers/ Community Cafes</p>	<p>Staff Pupils Parents</p>	<p>Skills for Learning Life and Work / Achievements- Life skills Awards</p> <p>Greater understanding by pupils, staff, parents and other stakeholders about the 'skills' element in connection with Developing the Young Workforce and developing Skills for Learning Life and Work.</p> <p>An established business partner/s and plan of input/collaborative working in place.</p> <p>Evidence of skills-based learning in everyday practice.</p>		
<p>Staff Training in Inset Day by HT and CAMHS resource from IPT teacher.</p> <p>Use Nurture Wellbeing to Build Back Better Resource as a Starting Point. https://blogs.glowscotland.org.uk/re/renfrewshireedpsych/2020/06/04/launch-of-nurturing-wellbeing-to-build-back-better-resources/</p> <p>Complete Staff, Pupil and Parent Questionnaires and use information to inform next steps in Education and Health & Wellbeing Recovery.</p> <p>Use 5 point scale to explore emotions and wellbeing.</p>	<p>HT Staff Parents Pupils</p>	<p>Learners, Staff, Parents and Pupils will be able to share anxieties, concerns and feel confident in being supported as their child returns to school</p> <p>Learners will be able to use 5 point scale strategy to share/ communicate how they are feeling to staff and parents so that in partnership they can respond to individual needs and target support accordingly.</p>	<p>By Oct 2020</p>	

Priority 3 Raising Attainment through Improving Learning Teaching & Assessment

HGIOS QI's 1.3 2.2 2.3 3.2

Evidence/Data Informing Priority

Literacy

Staff questionnaires suggest time needs to be spent with all staff to ensure the progress we have made in the past two years continues despite staff changes. In particular time needs to be spent on Writing (Attainment shows that writing is below 70% at P4 and a dip occurs at all stages compared to other areas of the curriculum. For Most pupils there has been a good foundation of skills in early reading and writing. Evidence has indicated that early Interventions from SALT and ASL has been required to support a small group working at a different pace

All Areas of the Curriculum

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. 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. Staff have been engaged in Professional Inquiry Impact Cycles and have planned the next part of the VL Impact Cycles to focus on Feedback.

Specific Actions & Interventions	Who? Q.I. 1.3 Leadership of Change	What impact will be measured?	Progress	Actual Impact How do we know? Progress & Next Steps
			Complete	
			Ongoing	
			No Prog.	
<p>Literacy- Writing Dedicate part of August In-service Day/ Collegiate to revisit progressions and Big Writing including scale to ensure understanding of all. Offer of support and monitor throughout session from HT also. Share Good Practice and Critical Friend support.</p> <p>Data from Northern Alliance (Emerging Literacy) baseline assessments (P1) indicate further depth needs to be added to 'rhyming' activities to ensure a secure understanding. Cluster PT for Early Years and SALT to support staff in this. During visits they will deliver play-based activities and suggestions for follow through.</p> <p>Each Class to look at Writing approaches and instigate a Professional Enquiry model to look at impact of approach.</p>	<p>Staff</p>	<p>All staff to be confident in delivering a consistent and progressive approach. Planning folders and feedback from HT should evidence this. Informal staff discussions</p> <p>Greater understanding of rhyme. T4 Follow up and Baseline assessments next session will confirm knowledge and understanding.</p> <p>Track progress in writing carefully after Baseline assessments and monitor amount of progress as a result of interventions. ACL</p>		

<p>Children at Glenbervie School will continue to engage with;</p> <p>Visible Learning Project</p> <ul style="list-style-type: none"> * Pupils will understand more about how they learn. *Be reflective of own learning and share strategies and good practice. Use Seesaw to share with parents. * be able to identify pace and challenge in learning and have more choice. *Will identify what good feedback is and how to give and receive it, thus identifying next steps in learning. *Learners are involved in identifying improvements and are ambitious for themselves and school, using Visible Learning approaches. *Staff will use Impact Cycles to improve aspects and further develop areas such as a Feedback Rubrik, Parent Partnership. <p>Feedback</p> <p>Through sampling of jotters and some critical friend visits it is clear hat children still require appropriate feedback in order to identify next steps in learning. Staff collegiate (using Shirley Clarks/ John Hatti books for reference) and then partnership working between teacher and child in order to improve understanding of where they are at in their learning.</p>	<p>HT</p> <p>Staff</p> <p>Parents</p> <p>Pupils</p>	<p>Increased attainment across the curriculum. Higher levels of pupil and staff engagement as leaders of learning. Children take increasing ownership of their own learning and thinking.</p> <p>SNSA results and tracking data. Classroom observations using the Leuven scales to measure. Baseline taken in August of a sample of children (3 at each stage – requiring Support, On Track and Exceeding expectations) and then reviewed in June 2021.</p> <p>High quality feedback will be given throughout the school to all learners. Through this, children will evidence a secure knowledge of where they are at in their learning and what their next steps are. Critical friends visits as well as sampling will evidence this, as well as HT conversations with pupils about learning</p>		
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