

Aberdeenshire



COUNCIL

Education and Children's Services



Glenbervie School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 - 2022

Last Updated November 2021

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?

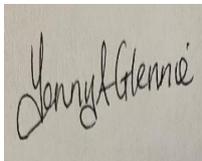
Looking inwards to analyse our work

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. Our current role as of August 2021 is 82 with 4 composite classes.



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. This has been enhanced even further by developing relationships through remote learning during the global pandemic. 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 2020-2021

| Key priority 2020-21 | Key actions undertaken | Impact (achieved throughout 2020-2021) |
|--|--|--|
| <p style="text-align: center;">Priority 1 To support the “recovery” of learning at Glenberrie school ensuring all staff, pupils and parents are fully supported</p> | <p>Staff Decisions regarding the ‘safe’ reopening of our school were agreed as a collegiate team where all issues are discussed in open and transparent environment. HT ensured staff meetings had the opportunity to focus on the wellbeing of staff. HT ensured staff workload was minimised during the recovery period with no formal expectation on planning, monitoring and CLPL. HT and Class Teachers agreed and understood the expectations regarding managing the ‘blended’ learning of pupils when in the class and when at home should this be necessary. We modified WTA in response to this consulting Trade Union guidelines.</p> <p>Pupils Assessed learner’s social and emotional needs in the first few weeks of 20-21 and following Jan- March 21 Lockdown by planning and delivering open activities; talking, play and enjoying the broad curriculum. Adopted 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 Used Health and Wellbeing Assessments to gather information from pupils and parents. The “formal” curriculum focus was on Health & Wellbeing, Literacy and Numeracy only during term 1 with opportunities to learn outdoors maximised using opportunities for IDL. This adapted in response to needs of learners throughout the year. We re-established the school vision, values, relationships, ethos and expectations. Staff ensured children’s learning experiences had 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. Almost all of the sensory needs of our learners were considered, and considerations made for children to adapt to after spending extended time with immediate family only. All staff received refreshed safeguarding briefing and were vigilant to concerns.</p> <p>Parents In partnership with Glenberrie School Partnership, the school planned virtual informal events to renew our school partnership. We revisited our previous work on the “Cost of The School Day” to signpost</p> | <p>Staff At every Collegiate, staff reviewed and agreed the RA to ensure they were all comfortable with safety measures in place. All Staff felt supported, motivated and able to perform their job in what was exceptionally challenging times. Staff wellbeing was 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 within our school and staff sign posted to this. All Staff are worked hard to set up new routines and were able to adapt pace of learning in line with recovery. Most staff are leaving at reasonable time and NCCT has supported this. Almost all staff ensured a consistent and equitable approach across all stages in the school by preparing for blended learning and have reviewed lessons learnt from Lockdown 1. WTA reflected this.</p> <p>Pupils All staff built up a holistic picture of the needs of learners enabling interventions, support, challenge to be planned for pupils. They used 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. Staff training on CP completed, alongside Nurture from EPS, ASL and PSW team and Outdoor learning training-built confidence adapting to this new normal in a global pandemic. Baseline and follow up assessments were used to support 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 All Staff through discussion and observations built up picture of needs on return from 2 lockdowns and Parent lock down survey and Health & wellbeing questionnaire helped to support interventions. Children were prioritised 1-4 in support offered through Covid Recovery staffing and PEF funding. Evidence of engagement & Baseline assessments have helped all staff identify priorities/interventions and allocate staff support/resources accordingly. Attainment data at the end of the year reflects the progress of these 1-4 groups with most pupils in 2-4 making progress, with priority 1 still needing significant support as most still needing bespoke support.</p> |

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| | <p>families/individuals to the initiatives in place at Glenbervie to reduce the cost of the school day. We reminded families of Free School Meals Provision, School Clothing Grants etc. which provide financial assistance We ensured through good communication, wellbeing surveys and virtual meetings parents were actively involved in the GIRFEC process (assessment, identification and action planning) and where interventions were required ensured parents were signposted to help/support for a wide range of issues (health/bereavement/financial) by working closely with our CLD, PSW, EP and SW Colleagues.</p> | <p>Almost all members of the school can articulate our vision and values and why they are important in our school. The Health & wellbeing surveys reflected that almost all learners felt safe, included and nurtured. All staff felt confident to respond to disclosures/observations/concerns effectively and benefitted from EPS and Nurture training from ASL and PSW.</p> <p>Parents</p> <p>Questionnaires by Forms indicated that almost all pupil/ parents feel included. Communication through Seesaw, social media has helped support this. Virtual P1 /P7 info sessions & Shared Learning Videos has helped involve all as cannot enter building.</p> <p>Parents Evenings were conducted virtually with written report and then follow up phone calls/Teams. Most parents were happy with this given current restrictions. Feedback was positive and as using Seesaw daily getting daily updates on their children.</p> <p>Almost all members of the school community are aware of how to seek help, support and advice. The GSP have revisited Cost of School Day. Most parents are involved in understanding the needs of learners and are aware of and understand interventions and supports in place. All parents have used the Health & Wellbeing Survey to be involved in engagement with the school. Sunrise Partnership for bereavement have been working very effectively with children/parents to support loss within school. Staff team have been able to access this expertise to further support children, helping them feel, more settled and secure.</p> |
| <p>Priority 2 To improve Children's Health & Wellbeing</p> | <p>Staff continued with the good work started in developing pupils understanding of SHANARRI indicators and built confidence in this area using a Self- Assessment tool that pupils and staff developed. They continued to engage with Bounce Back and develop their RRSA work in preparation for Gold Award.</p> <p>Staff Engaged with CPD sessions on Mental Health) and work with Nurture Group/Staff Training in Outdoor Learning sessions.</p> <p>Learners Developed skills for learning, life and work by encouraging and celebrating achievements both in class and out of school. The took 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. They used a Skills Progression to track progress across school.</p> <p>Pupils built self-esteem by sharing their successes and achievements with others.</p> | <p>Most Children have continued to develop more resilience and have confidence to have a go. This was observed by CT and in pupil groups, school ethos.</p> <p>By using the H& W tool and work of Pupil RRS group and H & W committee, most children in the school have better knowledge of themselves and what next steps are in their own Health & Wellbeing. Staff Knowledge has been improved in recognising ACE and supporting children. Strong partnership working has helped improve resilience, supports in place within the school. The Covid Recovery Education teacher and CT have seen children's mind sets improved and be in an improved place to learn</p> <p>Transference of skills and learning in a new context was tracked with learner confidence and engagement being noted using Leuven Scale & Skills grid. Outdoor learning has been hugely beneficial in supporting Health & wellbeing, especially for social, emotional and mental wellbeing. Pupils engagement has been high and staff have noticed a range of skills such as teamwork, communication and problem solving being used in this context.</p> |

| | | |
|---|--|--|
| | <p>Participation in pupil groups: Rights Respecting Schools, Eco Schools, DYW, Sports Committee, and Pupil Council has helped promote positive leadership.</p> <p>The school used the 3-Year SCARF Health & wellbeing Rolling programme, but prioritised outdoor learning, Physical exercise and Growth mindset work.</p> <p>Staff have begun to look at the work of Paul Dix to look at adopting different strategies to support the ethos and behaviour in school.</p> | <p>In Dec-20, prior to second lockdown- Tracking meetings indicated that progress was being made across school at a rate higher than previous years. Small gains by taking time to build confidence, reducing pace have been noted.</p> <p>Our Nurture group have been able to identify and target appropriate support to those that need it and are monitoring impacts/next steps. Both class and individual pupils are daily using the 5-point scale to help manage their emotions. This has helped manage behaviour and support class teachers to identify further supports.</p> <p>Planned interventions have been put in place to support identified children (supported by Covid Recovery and PEF).</p> |
| <p style="text-align: center;">Priority 3 Raising Attainment through improved Teaching, Learning & Assessment</p> | <p>Literacy- Writing The school dedicated part of August/November In-service Day/ Collegiate to revisit progressions and Big Writing including scale to ensure understanding of all. Staff Shared Good Practice and Critical Friend support.</p> <p>Data from Northern Alliance (Emerging Literacy) baseline assessments (P1) indicated further depth needs to be added to 'rhyming' activities to ensure a secure understanding. Cluster SALT supported staff in this in virtual consultations. They promoted play-based and outdoor learning 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>Learners and staff continued to engage with Visible Learning Project</p> <ul style="list-style-type: none"> * Pupils were more able to understand more about how they learn. *Pupils were able to be more reflective of own learning and share strategies and good practice. *Pupils made excellent use of Seesaw and Google Classroom to share with parents. * Pupils were more able to identify pace and challenge in learning and have more choice. *Pupils begun to identify what good feedback is and how to give and receive it, thus identifying next steps in learning. *Staff used Impact Cycles to improve aspects and further develop areas such as a Feedback Rubrik, Parent Partnership. | <p>There has been a small increase in attainment across the curriculum, especially in writing where small gains have been made.</p> <p>Emerging Literacy data still shows difficulty in onset of rhyme, despite considerable interventions. More family learning is perhaps a next step.</p> <p>Higher levels of pupil and staff engagement as leaders of learning with Children take increasing ownership of their own learning and thinking is being observed in most classes. Observations and focus groups reflect this progress. More choice in learning and better understanding of pace and challenge is evident in most classes. More work is needed on this following variable engagement during second lockdown and on return. Classroom observations using the Leuven scales to measure also reflect this.</p> <p>SNSA results and tracking data highlight this same progress, but with children that are being supported through Covid Recovery becoming more apparent and prioritised for support.</p> <p>Feedback Through sampling of jotters and staff collegiate discussions it is clear that 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. This needs to be carried on next session.</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 prioritising key areas for improvement.

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 leading to a strong emphasis on raising attainment and addressing any identified gaps

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 leading to more robust professional judgements being made.

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 especially in the current circumstances. Parents have been able to share their views and experiences of lock down and current restrictions through surveys and phone calls with staff which has significantly improved the measures and supports we are able to offer to pupils and families.

Health and Wellbeing surveys have been strongly supported by families and use the wellbeing indicators to support/ target wellbeing indicators or concerns through positive partnership working with Glenbervie staff, pupils, parents and the wider community.

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) adding emphasis to the culture of collegiate working that exists across the school

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 throughout the school year on a variety of themes. You said, we did approach is used. Feedback Forms are encouraged.

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.

The school has a strong Quality assurance Calendar that helps that gathers evidence and informs next steps. These include:

Team planning sessions that are conducted with a view to sharing standards and moderation practices.

Visible learning Professional Enquiry and peer monitoring which have been used effectively.

There has been a clear focus on learning intentions, success criteria and feedback.

Engagement in the Visible learning cluster wide CPD programme. Visible learning work has been an aspect of focus over the last three years

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.

CPD opportunities linked to PRD's carried out with all staff.

All staff have opportunities and take on leadership roles such as Outdoor Learning, Visible Learning 1+2 initiatives

Moderation work.

QI Work

(this is noted above)SNSA, cluster attainment reviews are used to consider and analyse data with a view to clear and appropriate improvement priorities.

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 a second 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 is evident in all classes.

Most pupils are given the opportunity to be involved in planning at some level within most classes and this is developing more as we progress through the Visible learning journey. 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. All classes have opportunities to work with other classes

Almost all learning experiences are planned to match pupils needs/abilities. Staff work collegiately to plan to support moderation and capitalise on the strengths of the team. Assessment is planned for at the planning stage and take into consideration the Schools yearly assessment calendar.

All staff use a variety of assessment approaches including holistic to allow pupils to demonstrate their learning in real life contexts. Outdoor learning is used particularly well to showcase this.

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

Staff have been developing the promotion of high order thinking skills through the development of their practice. For senior pupils the use of Literacy Circle and our Book Detective work. Our younger pupils have used the Blooms Buttons approach. This is working well for the pupils to extend their thinking and develop critical thinking skills and promote more open-ended answers.

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?
to do now?**

What are you going to do now?

QA processes in place for across the school year ensuring opportunities to evaluate practice and inform our areas of strengths/areas for development.

Pupil wellbeing questionnaires are used twice as year to support the Health and Wellbeing indicators, to support and manage next steps.

Staff use Leuven scale to help track engagement in learning and aid this in planning next steps

The school refer to the Vision, values and aims of the school regularly though out the school and this underpins the ethos and high-quality learning in the school.

Pupil focus groups are used regularly to inform the staff of strengths and areas for development. The engagement in the Visible Learning Cluster project has allowed staff to strengthen and develop good Professional Enquiry learning models/impact cycles which is having a really positive impact on promoting excellent learning and teaching.

The Head Teacher is visible daily to all parents at drop off, pick up and has ongoing engagement and visibility to all classes in the school which supports and promotes our school positive ethos.

The school holds Pupil parliament s to allow pupil opportunities to share their views and plan improvements within the school.

The staff developed a Learning for sustainability calendar and skills progression which helps them pull key events from the school calendar together to maximise the opportunities for learning and skills development.

Pupils are given many opportunities to lead and have choice in learning by using Co-operative learning opportunities, different approaches to challenge including Mild, spicy, hot and upskilling choice. Most pupils can talk about personal targets for learning. Evidence of children engaging in Higher Order thinking skills is seen in activities such as Literacy Circle, Problem solving and across Holistic assessments promoted by the development of open ending questioning and critical thinking.

The HT and staff regularly participate in Learning visits, Peer Support opportunities to strengthen and share good practice. Staff, Parents and Pupils can see the evidence of the high-quality learning in displays, Seesaw profiles and through work shared Visible learning work including the work of Hattie and Clarke. Staff have been currently engaged in the work of Paul Dix.

Glenbervie have developed an effective feedback code to ensure there is consistency across the school. Materials from Shirley Clark and John Hattie have been used as a focus for development in this area. Considerable time is spent planning collegiately to help moderate and share standards across the school. Feedback is seen and heard on seesaw, is shared on class work by a variety of methods and is commonplace in most lessons observed in the classes.

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.

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 29-21- there has been a key focus on Writing 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 are 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.

What are your improvement priorities in this area?

Embed agreed processes and practice in relation to feedback to support pupil's involvement in learning, knowing their strength and what they need to do to improve

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 and professional enquiry 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 to work with community partners to ensure there is a less adhoc approach to business/DYW links working towards longer term planned opportunities once restrictions of Covid ease..

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 Glenbervie 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 UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively. Work on this is developing further with the use of the research and approaches of Paul Dix.

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 the HT 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 and IEP's 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. The school have an agreed Excellent Learning and Teaching model that was shaped by views of pupils staff and parents There is a positive, supportive ethos throughout the school. The school promote the rights respecting award work and an open-door policy is in existence for all comments/queries.

V,V,A work carried out as described in 1.3.

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 and ALEC resources, three year rolling programme, for smaller schools programme to support this.

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.

Six Eco flags have been achieved at Glenbervie.

Woodland school accreditation award linking to outdoor learning.

Silver Rights Respecting award.

Social Enterprise in Schools Award and Champions Award 2021

The school have used whole school tracking models to support the progress, next steps and interventions for pupils. Tracking work supports monitoring levels of attainment and planning areas for improvement/targeted intervention.

The school has strong partnerships with local church and community groups, police liaison and community officers, Bikeability Programme. The school also operates a three-year rolling first aid and CPR programme to develop essential skills with pupils.

Pupils and staff have worked together to create "Brainboxes" which provide a range of universal 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, Pupil's 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 ASL 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 five 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. Covid restrictions prevented this over past 2 years.

Continue to further celebrate diversity through ongoing opportunities linked to our Rights Respecting Award and awareness of cultural events.

As a staff team- consider across the school the main barriers to learning being seen, not just generally but as a direct result of Covid and lock down. Consider how these barriers could be mitigated within the school community and track impact of these mitigations.

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. Most recently PEF has supported Digital technology as needs arose from the global pandemic.

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.

A tracking system is in place that coincides with termly tracking meetings. HT regularly reviews specific cohorts of pupils (e.g.) pupils identified exceeding expectations as well as considering the impact of PEF on identified pupils. Tracking of attendance and lateness HT monitors all lateness at main entrance daily.

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.

Wider achievement is valued and recognised by the following:

Ongoing praise slips and shared value awards.

Assemblies

Seesaw online platform to share

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

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

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Staff and parents pre- Covid 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. Hopefully these will all get back on track as restrictions ease.

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. Use skills progression and tracker for the school to help capture all these skills.
- Continue to use Data Packs and Power B.I alongside our ASL info to support and track progress of those learners not on track and conversely track the progress of those Exceeding Expectations and look at impact of interventions
- 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 2021-2022

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| Identified gap | <p>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. We have 8 children receiving FSM.</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. Assessed level of need along with global pandemic relating to HWB following pandemic questionnaires from parents at start of term, and regular check ins that took place during lock down indicate that is it about readiness to learn for targeted pupils. These interventions 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. The poverty related attainment gap is about achieving equity for all by ensuring every child has the same opportunity to succeed. In terms of Health & wellbeing indicators the breakfast club gives the opportunity for a Safe, Nurturing and Healthy start to each day for all children.</p> <p>Literacy has been identified as priority, especially Writing and Reading through both Emerging Literacy Data, tracking and monitoring data and evidence from monitoring and lockdown engagement 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. Our Reading scheme needs a wider range of material (hard copy and digital) to support the wide range of learners and in particular Non- Fiction as this is an area data shows is poorer and was evident in Lockdown learning.</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> |
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| Expenditure | Resources/Equipment/ Materials | Breakfast Club resources, purchasing and training stakeholders. Emerging Literacy, Reading & Motorskills Resources Subscriptions/Other resources Digital Devices (ipads/Chromebooks) | £500 £4000 £1500 |
| | Commissioned/purchased services/partners | Nurture/Health & Wellbeing /Outdoor Resources & training for staff, (10 staff members) Cover time for Impact/ coach and training. | £2224 to (TOTAL) (£8224) |
| Details all kept on school spread sheet | | | |
| Expected outcomes | <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, Forest School trained teacher 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 stakeholders. 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 writing alongside, 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> | | |

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| <p>Impact Measurements</p> | <p>Nature/Nurture and Outdoor Learning 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>Breakfast Club 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>Emerging Literacy and Motor skills, Reading & Writing 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 both reading and writing in line with data interrogation.</p> <p>Abilities of children prior to intervention (Teacher Evidence/Samples of work) alongside initial and regular assessment and gathering of data to continually monitor progress and tracking progress for every child</p> <p>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.</p> |
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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. Ongoing and relevant discussions with all stakeholders ensuring their involvement in review of the school and identification of future will be central to our continuous improvement.

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

Haven Food Bank

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. With easing of Covid Restrictions hopefully will all swing into action.

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 and Community Walks/Cuppa drop offs.

The school achieved its Social Enterprise in Schools Champion 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 for our community.

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, Transition Extreme and Den in the Glen -prior to Lockdown and all allowing hands on learning experiences for our pupils. We were also able to do virtual visits with 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, but in a different manner.

We had a very successful Virtual Christmas concert through Makaton, BSL and Body percussion and an Outdoor Celebration of Achievement

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. 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 in a pandemic year.

Our School Partnership, pupils and staff got involved in our annual Fundraisers such as virtual 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

Priority 1 - Recovery Planning using Fullan's Key Drivers

Priority 2 – Increased Staff confidence in leading High Quality Learning & Teaching to increase Pupil Engagement

Priority 3 - To support Social and Emotional Wellbeing

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| Improvement Priority 1 | | To support recovery, renewal, and improvement at Glenbervie School ensuring improved outcomes for all children and young people. | | | |
| National Priority | Improvement in Health & wellbeing Closing the Attainment Gap | Key Drivers of Improvement | School Leadership Teacher Professionalism School improvement | HGIOS 4 Quality Indicator | 1.1, 1.3 2.3, 3.1, 3.2 |
| Evidence/Data Informing Priority | | Fullan report on four key drivers for improvement | | | |
| Action & Leadership of Change | | Expected Impact | | Measures | |
| <p>Driver 1: Wellbeing and learning</p> <p><i>Re-building positive relationships and sense of belonging with pupils, staff, parents/carers and community.</i></p> <p><i>Clear focus on Health and wellbeing within and across the school community. Giving consideration to current context of school and its community to target support. Consider mechanisms to ensure accurate intelligence on wellbeing of all involved.</i></p> <p><i>Re-establishing what the school stands for within the community. (Using the vision, values and aims as well as four capacities from CFE to support daily life for all in school.)</i></p> <p><i>Ensure all stakeholders have the opportunity to contribute to school improvement and foster an ethos of collective efficacy.</i></p> <p><i>Ensure all stakeholders are aware of the incorporation of UNCRC into Scots law and the implications of this for daily practice and policy/process.</i></p> | | <p>All within the school community are supported to engage positively in the school's shared vision for success.</p> <p>All staff are aware of the school context and are targeting support appropriately. Data supports the identification of strengths and areas for development in this area.</p> <p>All staff, pupils and parents/carers feel fully supported in working together to improve outcomes for pupils.</p> <p>All pupils receive appropriate support in a timely manner and feel safe, included and nurtured within the school environment.</p> <p>All stakeholders feel they have a voice in school improvement.</p> <p>children's rights and the respect for the rights of others are at the forefront of planning at school/classroom level.</p> | | <p>.</p> <p>Through ongoing daily interactions and focussed QA activity ensure the following are in evidence:</p> <p>Positive ethos for all</p> <p>Regular check ins and follow up in relation to Health and wellbeing.</p> <p>Stakeholder views are sought and taken into account.</p> <p>Pupil voice and UNCRC are being considered in all aspects of school improvement.</p> | |

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| <p>Driver 2 – Systemness</p> <p><i>Key focus of work will be developing effective partnerships. This includes: Participation in self improving schools work as it commences in August 2021. Participation and collaboration between staff to ensure agreed data sets (from surveys/responses during pandemic, attainment, school profile, etc.) that will be used to plan appropriately for pupil's learning going forward. Consider measures to be put in place to ensure recovery planning is having impact. Review of QA processes to streamline work whilst also ensuring high quality for all.</i></p> <p><i>Participation and involvement of all stakeholders in key aspects of school life (ensuring feedback is given in relation to planning and impact, and this is shared) Participation where relevant/possible in ongoing professional development opportunities both within and outwith authority. This may include including links with Northern Alliance/Education Scotland.</i></p> <p>Driver 3 – Social intelligence</p> <p><i>Re-consider school vision, values and aims with all stakeholders. To ensure all are working towards a common goal. (four capacities/Vision, values and aims. Consider Aberdeenshire approach to learning, teaching and assessment to ensure shared expectations across the school Ensure opportunities are available for the promotion of leadership within staff, pupils and parents/community.</i></p> <p>Driver 4 – Equality investments</p> <p><i>Ensure all staff have knowledge of the current context of the school and its community. (particular focus on effects of pandemic and health and wellbeing) Ensure staff are analysing agreed data to consider strengths and next steps for pupils.</i></p> | <p>Schools will work in partnership to review agreed areas of practice and support each other to work collaboratively for improvement.</p> <p>Clear focus on improving outcomes for all learners through analysis of agreed data sets.</p> <p>Robust QA processes support ongoing review of work to identify strengths, next steps and impact of interventions for improvement.</p> <p>All stakeholders are kept informed on the school's progress linking to identified areas of improvement.</p> <p>In line with school improvement plan, opportunities are sought to engage both within the local authority and outwith promoting continuous, improvement, leadership opportunities and professional enquiry.</p> <p>As above.</p> <p>Ensure clear and agreed expectations in relation to high quality learning, teaching and assessment for all pupils across the school.</p> <p>Through development of collaborative working and promotion of leadership at all levels, all feel involved and engaged in the life and work of the school.</p> <p>Planning for pupil learning is appropriately matched to needs and understanding of the local context.</p> <p>Clear focus on improving outcomes for all learners through analysis of agreed data sets.</p> | <p>Evidence from work undertaken on agreed areas within School Improvement Trios.</p> <p>Staff at all levels involved in planned analysis of data throughout the year including: Attainment, health and wellbeing, achievement, engagement, attendance etc.</p> <p>QA processes agreed across the school year.</p> <p>School has agreed approaches to high quality learning and teaching, evidence from QA supports this.</p> |
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| <p>In line with Aberdeenshire policy of right support in the right place at the right time ensure targeted interventions are put in place for pupils as appropriate. These interventions are regularly reviewed for impact. Ensure all staff are aware of any identified gaps in learning or trends in data for school and can take this forward effecting change and improvement at classroom level.</p> <p>Ensure PEF spending focuses on closing any identified gaps and interventions are measured for impact.</p> | <p>Interventions are targeted according to pupil need. Pupils are appropriately supported to make best possible progress.</p> <p>Analysis of all relevant data leads to PEF monies being allocated to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps</p> | <p>Tracking and monitoring processes around agreed data sets.</p> <p>Regular review of targeted interventions to consider impact.</p> <p>PEF planning and ongoing review throughout session.</p> |
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Progress, Impact & Next Steps: Complete Ongoing No progress

November 2021

Driver 1: HT has worked hard with staff, pupils and parents to re-build positive relationships with good communication to all. A Visible presence of HT at school gate at beginning and end of day has helped support this alongside HT updates, newsletters and re-engagement virtually with Parent Council. The use of the Parent Partnership Face book page has also opened the opportunity to share achievements and give the school a feel of community again. Seesaw has been used particularly well to share learning with parents at home. It has been very effectively used to support the blend between home and in school learning as we have navigated Term 1. In Term 2 the priority will be to ensure consistent use across all 4 classes and give learners more ownership in content reflecting learning and next steps. Parents have been very positive and supportive of the use of Seesaw. There has been a clear focus on Health & Wellbeing, with Mental health being a priority. Staff and HT have had regular check ins and pupils have completed Health and Wellbeing Surveys with Almost all pupils indicating they feel safe, healthy and included. Surveys have been used to pinpoint targeted areas of support, Multi agency supports and next steps in improvement. Pupil Voice has been re-established in classrooms and Pupil Voice groups will be up and running in term 2. Through Assemblies the Vision and Values have been re visited, but the aims could be revisited at a later date to something meaningful for the children. The Importance of the UNCRC and its place in Scots Law has been shared well with pupils and staff. Training on both August and November Inset days supported this. Children have a good understanding of this and through communications with parents we have begun to share this with the wider school community.

Driver 2: Schools work in partnership to review agreed areas of practice and support each other to work collaboratively for improvement. Glenbervie has been working effectively with St Cyrus for the past year and will be allocated to a trio with another school- likely Redmyre. This will allow a continuity of support, but as in different stage of Self-Evaluating schools, this may alter. Schools have all agreed to take a focus on High Quality Learning and Teaching – Q.I 2.3.

There has been a Clear focus on improving outcomes for all learners through analysis of agreed data sets. Staff at all levels involved in planned analysis of data throughout the year including use of SNSA, ACL information an ongoing class and Baseline assessments following August return. Good tracking meetings and discussions with ASL have been established and the staff have a very good knowledge and understanding of all children to support needs. This includes the support staff whose information/rapport with children is a key factor in the GIRFEC agenda. Going forward the school need to continue to make sure stakeholders are kept

informed on the school's progress linking to identified areas of improvement. Promoting further leadership opportunities for pupils is a next step. All staff at Glenbervie have the opportunity to take on leadership roles. Our Support staff do this tremendously well and all staff are keen to participate in professional Enquiry projects and Impact Cycles. On the November Inset day staff began to identify further areas where they could do this and have priorities set for Term 3 onwards. The school benefit from a committed team who will lead at all levels- this was very evident on Inset day when HT was able to support as Admin, Support and Teaching team took the lead on areas of improvement.

Driver 3: School has agreed approaches to high quality learning and teaching, evidence from QA supports this. Staff spent a considerable time on the November Inset day discussing Q.I 2.3 looking at strengths, challenges and next steps. The staff used the Aberdeenshire Framework to support these discussions alongside HGIOS4. Collaborative working and the willingness to develop is a key strength at Glenbervie and as for driver 2, further opportunities for leadership at all levels could be developed as things calm down Covid wise and relationships strengthen. The staff, pupils and parents current support of HT shows there is high degree of willingness to improve and staff are keen to participate in Professional enquiry to improve their Learning and Teaching. The Parent council have re-engaged and are keen to move things on as well, given the past 2 years of challenges.

Driver 4 Planning for pupil learning is appropriately matched to needs and understanding of the local context. Staff at Glenbervie know the pupils and parents very well Clear focus on improving outcomes for all learners through analysis of agreed data sets which is shared by HT and at Collegiate Planning/Tracking Meetings. Interventions are targeted according to pupil need. Pupils are appropriately supported to make best possible progress. The ASL teacher has completed baseline assessments on all pupils and an Audit of Need is kept and regularly updated by HT and staff.

Analysis of all relevant data leads to PEF monies being allocated to **provide targeted** approaches in literacy and PSA support. The allocation of PEF money was also prioritised to Outdoor Learning and Breakfast Club- 2 areas that have been instrumental in improving the Health and Wellbeing of pupils, whilst supporting families at the same time.

Improvement Priority 2: Increase staff confidence and skills to deliver **high-quality learning experiences** for all children which effectively incorporates assessment by staff and learners to maximise their successes and achievements and **increase Pupil Engagement** in learning.

NIF Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Driver(s)

School Leadership Teacher Professionalism Parental Engagement
 Assessment of Children’s Progress School Improvement Performance Information

Data/Evidence that improves this priority:

Following Feedback from pupils, parents and staff both in school and during remote learning during the global pandemic ,alongside Pupil Focus Groups completed by our Visible Learning Impact Coach it is evident that although the school have started this journey it is not yet consistently embedded. Covid Lockdown evidence indicated variable engagement, and this transferred on return to classroom learning in April 2021.

Aberdeenshire Priorities

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Relevant HGIOS 4 Quality Indicators

1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning
 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement

Key Intended Outcomes:

Almost all learners will be engaged and involved in learning

Almost all learners can articulate the “what, why and how” of their learning and identify their own next steps.

Almost all learners can evidence and discuss the range of feedback they receive. Next steps in learning in planning documentation.

| Specific Actions & Interventions (Tasks to Achieve Improvement Priority 2) | Who? Q.I. 1.3 Leadership of Change | Management of Resources to Promote Equity - Q.I. 1.5 | | Outcome Details Targets, % etc. | Progress | Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views) |
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| | | PEF / SAC | Resource/When | | Complete | |
| Review engagement in home learning during lockdown and consider barriers to re-engagement in the classroom. | All Staff | | Inset Day/Collegiate | Planning and discussion will centre around children’s experiences with a focus on | Complete | November 2021 Staff used Lockdown Engagement Trackers, Health & wellbeing Surveys |
| | | | | | Ongoing | |
| | | | | | No progress | |

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| <p>Identify Barriers</p> <ul style="list-style-type: none"> Identify barriers to engagement and plan support in response to this. Strengthen universal support in all classes through engagement in dialogue and CPD (Dyslexia, Autism, Nurture) Explore assessment and teaching approaches to ensure appropriate pace and challenge. | <p>All Staff including ASL/PSW (HT review in tracking)</p> | <p>PEF to top up Brain Boxes Breakfast club & Nurture resources</p> | <p>By October 2021 Engagement Info</p> <p>By March 2022 ASL toolkits & Brainbox refresh</p> <p>January 2022</p> | <p>how to maximise engagement. Information from planning meetings, tracking meetings and learning visits will support this</p> <p>Universal support evident in all classes. Toolkits being used appropriately to support individual needs. Almost All Children engaged and involved in their learning.</p> | | <p>and Baseline Assessment information to identify priorities and gaps in the curriculum. The Health & Wellbeing has been key in Term 1 with increased planning of outdoor learning and maximised engagement in activities/learning and skills again. Tracking meetings and class visits highlight patterns of high engagement and areas of concern such as writing.</p> <p>Universal supports through Brainboxes are evident in all classrooms with children accessing independently. Most children are engaged and involved in learning, but staff are working hard to promote this in writing as many barriers have been identified at Inset. Staff have participated in Dyslexia and Autism CPD and are using many of the tools signposted by the ASL teacher. Nurture training is planned for Term 3</p> |
| <p>Refresh Curriculum</p> <p>Establish working groups and engage pupils in school improvement</p> <ul style="list-style-type: none"> Consider what's working well to engage learners including use of digital technologies, skills based progressions, play based approaches, creativity and outdoor spaces. Identified staff to support and lead others to embed good practice across | <p>All staff JG-Skills LMc-outdoor LS-Playbased LH-VL GS-Digital GC-Literacy</p> | <p>PEF funding for Outdoor Digital & Literacy resources</p> | <p>Ongoing throughout term Collegiate working groups Professional Enquiry Cycles</p> | <p>Discussion as part of planning and tracking meetings. Feedback from pupil sampling. Planning and Tracking meetings and learning visits including peer learning visits will support this. Evaluate pupil engagement</p> | | <p>November 2021</p> <p>Staff at Glenbervie have taken on key leadership roles in developing the curriculum. They have built on the successes of remote learning in promoting Digital Technologies and skills approaches. Feedback from Staff, parents and pupils as well as HT observations indicates high levels of engagement</p> |

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| <p>all stages. Continue focus area on writing with Professional Enquiry</p> <ul style="list-style-type: none"> • Consider current approaches to teaching, including how challenge is provided and use this information to plan next steps with staff. <p>Continue good work already started in skills progression and DYW and Lifeskills.</p> | <p>IS- Numeracy CT- PE/Health</p> | | | <p>– Leuven scale Working group feedback</p> <p>Most children will be able to talk about the skills they are using and why they are important.</p> <p>Observations will show transference of skills across curricular areas.</p> | | <p>when outdoors, play and skills based activities are incorporated into the school day.</p> <p>Staff have all been participating in Professional Enquiry and Impact Cycles around the area of writing which has proved an area where barriers are the greatest. Early evidence from tracking meetings and focus groups with pupils shows that these targeted approaches are showing success with greater engagement in writing and pupils understanding their own barriers and next steps. This will develop over the year.</p> <p>Staff have used the November Inset day to evaluate what High Quality Learning & Teaching looks like at Glenbervie. Discussions and feedback from parents, pupils and staff indicate exceptionally positive relationships and high expectations which is helping provide both support and challenge.</p> |
| <p>Learning Culture</p> <ul style="list-style-type: none"> • Visible Learning to be developed further and Learning Roots re-established & Used consistently across all stages. | <p>All staff LH-VL to lead</p> | | <p>John Hatti & Shirley Clarke VL Resources & Osiris Support INSET Day Ongoing</p> | <p>Almost All Children will be familiar and using Roots to Learning</p> <p>Staff and children using Growth Mindset Language and</p> | | <p>November 2021</p> <p>Our impact Coach has been instrumental in reviving the Visible Learning Roots in Glenbervie. Assembly Dramas, stickers, certificates and referral through</p> |

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| <p>VL impact coach to support new staff members,</p> <ul style="list-style-type: none"> • Growth Mindset culture to be promoted to encourage pupils and staff to have a 'can do' attitude and persevere through challenges. - Language of VL, Growth mindset and Bounce Back to be visible in classes and around school - VL/Growth mindset/Bounce Back assemblies <p>Embed the consistency of feedback across the school by participating in Professional Enquiry. Learners will evaluate their own learning consistently across the school using a range of agreed AiFL Strategies</p> | | | <p>Impact Cycles</p> <p>June 2022</p> <p>INSET Osiris and WTA collegiate meetings. Use of visible learning materials June 2022</p> | <p>demonstrating a Growth Mindset Attitude towards learning (particular focus on writing 2021/2022) - increased pupil engagement and raised attainment in writing.</p> <p>Almost all learners can evidence and discuss the range of feedback they receive. Next steps in learning in planning documentation</p> | | <p>Seesaw has helped most children to reflect and use the roots in their learning. Staff are aware of their next step and planned how they will develop this in Term 3.</p> <p>The Can Do attitude is a challenge presently with observations and professional discussions this past term highlighting a very negative attitude. HT would like to promote the Learning Pit and Bounce Back further with pupil voice groups and in whole school approaches.</p> <p>Feedback is being felt, seen and discussed in all classes, but is not yet consistent in approach or embedded.</p> |
| <p>Assessment and Moderation</p> <ul style="list-style-type: none"> • Review assessment calendar and approaches to assessment. <p>Take part in QUAMSO training sessions</p> <ul style="list-style-type: none"> • Consider what evidence informs assessment decisions and how this is used to plan next steps in learning. • Moderate writing to create a sample folio of borderline and achievement at each level | | | <p>All staff</p> <p>Term 1 training & collegiate sessions / WTA Nov 2021</p> <p>June 2022</p> | <p>Clear outline of approaches to assessment and shared understanding of standards including types of evidence to consider.</p> <p>Staff use this as part of moderation activities and planning discussions.</p> <p>Agreed understanding of achievement of a level - folio of evidence to support</p> | | <p>November 2021</p> <p>All staff participated in QUAMSO training to get shared understanding of standards, what High Quality looks like and range and types of evidence. Staff are using this in moderation discussions with colleagues and have used partnership with Redmyre to further develop small school moderation. Focus is writing this session.</p> |

| Improvement Priority 3: To support Social and emotional and mental wellbeing for all in Glenbervie school. | | | | | | |
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| NIF Priorities 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people Linked to National Improvement Driver(s) School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information | | | Data/Evidence that improves this priority: Building on Covid Recovery work from 2020/21 including observations, COVID-19 Survey, feedback from staff, communication from families. | | | |
| Aberdeenshire Priorities 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation. | | | Relevant HGIOS 4 Quality Indicators 1.1 Self-evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching & assessment 3.2 Raising attainment & achievement | | | |
| Intended Outcomes: To have consistency in approaches and practice with a shared understanding with all stakeholders. To have a healthier Social and emotional work place where mental Health is the priority for all. | | | | | | |
| Specific Actions & Interventions (Tasks to Achieve Improvement Priority 1) | Who? Q.I. 1.3 Leadership of Change | Management of Resources to Promote Equity - Q.I. 1.5 | | Outcome Details Targets, % etc. | Progress | Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views) |
| | | PEF / SAC | Resource/When | | Complete Ongoing No progress | |
| Use Nurturing schools and Place 2 Be Mentally Healthy School assessment | HT- JG | | Use of Tool kits – By Jan 2022 | Key areas identified with staff, pupils and parents. Action plan in place to | | November 2021 |

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| <p>tool to review current practice and develop a focused action plan.</p> <p>Continue staff care, support and challenge meetings to promote positive wellbeing. Include Walk Out Wednesdays, Wellbeing days in collegiate calendar.</p> <p>Staff to continue to use the wellbeing indicators/Leuven Scale to assess children's emotional wellbeing and engagement.</p> | <p>All staff</p> | <p>Allocate PEF as Nurture, Wellbeing (Therapets)</p> | <p>WTA and collegiate.</p> <p>Ongoing</p> <p>Termly</p> | <p>support mentally healthy school. Pupil sampling and feedback from staff and families will support this.</p> <p>Healthy workforce – reduced absences.</p> <p>Planning and discussion will centre around children's experiences with a focus on how to maximise engagement. Information from planning meetings, tracking meetings and learning visits if allowed will support this.</p> | <p>Staff wellbeing has been a priority Term 1 and 2 with regular wellbeing check ins and wellbeing sessions in Collegiate Calendar. Staff took CPD sessions outdoors to Forest school area to have a cuppa, chat and toast marshmallows to debrief after a challenging term. Similarly Outdoor learning, team building and time to breath was firmly on the November agenda to allow staff chance to prioritise their wellbeing needs. As a result morale is high, support is strong and staff attendance is good with few absences to date. This in turn provides a consistent and positive learning environment for pupils.</p> <p>The Health and Well being Surveys conducted showed almost all pupils indicating they feel safe, healthy and included. Surveys have been used to pinpoint targeted areas of support, Multi agency supports and next steps in improvement.</p> |
| <p>Partnership work with EPS service on ACE and Nurture including Family Learning</p> | <p>EPS HT- JG All Staff</p> | | <p>Collegiate and CLPL</p> | <p>Shared perspective and understanding on difficulties facing families. Parents/staff will know where to access support</p> | <p>November 2021 Staff have a shared understanding of families and know the families and community very well. They have established strong working</p> |

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| <p>Refresh understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences</p> | GSP | | | <p>Discussions about concerns around learners' presentation will highlight staff understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences.</p> | <p>relationships with other services such as PSW, IPT and Bereavement Teams. Some staff have been trained in Nurture and ACE experiences and run Nurture group sessions. To develop this further all staff in Term 3 will embark on nurture training with EPS</p> |
| <p>Appropriate support to be put in place for identified children as required.</p> <ul style="list-style-type: none"> • PSW • Bounce Back/ 5 point Scale Resource • ASL | HT-JG | | Termly review | | <p>November 2021 Termly meeting and as and when needed reviews identify children that need extra support in terms of PSW, IPT or Multi Agency.</p> |
| <p>Upper Stages to implement 'Connected and Compassionate Classroom' resource to support children:</p> <ul style="list-style-type: none"> • to understand that experiencing adversity and trauma can happen to anyone; • to understand the possible impact of adversity and trauma on their wellbeing; • to develop compassion, empathy and tolerance in their relationships with others; • to understand that they have the right to be protected and supported by the adults in their lives; • And to provide them with strategies and personal coping skills to help them | GS/CT PSW | | Health & Wellbeing slots in T2 | <p>Progress and impact will be reviewed through pupil sampling, feedback from families, ongoing check-in, feedback from staff, learning visits and observation</p> | <p>The school use the 5 point scale to help children identify their emotions and feelings and discuss concerns. This strategy supported by the HT has helped de-escalate, alongside CALM Theory challenging situations. All staff are now CALM theory trained which has helped develop understanding, empathy when dealing with challenging situations.</p> |

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| deal with challenge and develop resilience. | | | | | | |
| <p>Refresh Promoting Positive Behaviour Policy, involving all stakeholders with a focus on:</p> <ul style="list-style-type: none"> • Visible Consistencies • Respectful, Responsible Safe • Recognition • Restorative Approaches <p>- Parent information evening</p> | All Staff | | Term 3/4 | HGOURS will be used to gather pupil views specifically around 'OUR RELATIONSHIPS' | | November 2021 |
| <p>Staff to undertake training to help promote positive behaviour and ensure pupils feel safe, valued and included at Glenbervie School.</p> <ul style="list-style-type: none"> • CALM theory • RESPECTME Anti-bullying training • Building Resilience & Paul Dix work. | HT and GSP | | | Shared understanding with all stakeholders around approaches to behaviour management | | Since returning in August relationships have been built positively and throughout the school there are Visible consistencies in approach using the Respectful, Responsible and Safe expectations. Pupils can talk highly of these and links to UNCRC/rights. Recognition is valued and shared across the school and beyond through Social Media and Seesaw. Wider Achievements are also noted and shared and this is tracked further to identify those missing out. |
| | All staff | | | Consistent approach to managing behaviour Increased understanding of bullying behaviour and its impact on the mental health and wellbeing of other. | | The staff have started to develop the Restorative approaches and more work is still needed on this, especially in communication to parents. The excitement of the Paul Dix approach is catching, but still needs to be developed further with pupils, parents and staff to write a new Positive Behaviour Policy. |

