

Aberdeenshire



COUNCIL

Education and Children's Services



Glenbervie School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 - 2023

Last Updated November 2022

Aberdeenshire



COUNCIL

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021–2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our school’s 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?

We are exceptionally proud of our school and work hard to ensure that there are high expectations of all that we strive to achieve. As a school we continually self - reflect throughout the year on key priorities and our progress. Staff are fully engaged in professional development and invested in ensuring that the young people at our school achieve to their full potential. We know that as new research, methods and strategies come to the forefront it is important that our understanding of pedagogy continues to develop and grow to ensure the best for all members of the school community.

How do we know?

We use data, surveys, opinions, learning conversations, assessments and observations to gain an overview and reflect on how we are doing. We also moderate, share good practice and work collegiately, engage in professional dialogue and reading. We set Professional Enquiry questions and ensure that we engage with the wider learning world to reflect on the themes and indicators within HGIOS4 and current pedagogy .

What are we going to do now?

We regularly measure against national standards using HGIOS 4 and Education Scotland support materials to reflect on where we are. We also look back at what we have implemented such as our Visible Learning and revisit to ensure developments are embedded

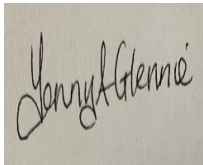
Looking inwards to analyse our work

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.

A photograph of a handwritten signature in black ink on a light-colored background. The signature reads "Jenny Glennie" in a cursive, flowing script.

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. More recently we have pulled together our work over the last few years to create a Learning, Teaching and Assessment Position Statement for Glenbervie to ensure high expectations are clear and ownership of this is given to all stakeholders.

School Aims

We're aiming for...

1. To engage young people in the highest quality learning activities

High Quality Learning



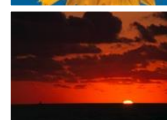
2. To focus on outcomes and maximise success for all learners

Success for All



3. To develop a common vision across young people, parents and staff

A Common Vision



4. To foster high quality leadership at all levels

High Quality Leadership



5. To work in partnership with other agencies and our community.

Partnership with Community and Others



6. To work with parents to improve learning

Partnership with Parents



7. To reflect on our work and thrive on challenge

Enjoyable Challenges



8. To value and empower our staff and young people

Everyone Feeling Valued



9. To promote well-being and respect

A Caring Environment



10. To develop a culture of ambition and achievement

An Ethos of Achievement



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).



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.

The Positive Ethos of the School is the foundation on which we build Learning and Teaching. Learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community. All pupils have opportunities to share their views and are encouraged to be involved in bringing about improvements. All pupils from Primary 1 to Primary 7 are part of our ‘Pupil Parliament’. This is about knowing and understanding our world and having the right values, knowledge and skills to make the world a better place. It is about positive relationships and building safe, happy and healthy communities. This all contributes to progressing pupil skills as effective contributors and responsible citizens and supports develop skills for learning, skills for life and skills for work.

The school has an inclusive approach and we welcome and celebrate diversity encouraging all pupils and staff to take leadership roles. The school has a supportive and active Parent Council - Glenbervie School Partnership (GSP) and encourages involvement of parents in the work of the school. The GSP provides strong financial support for pupils, organising events and supporting the provision of school resources and educational outings. The school makes good use of community facilities such as the Parish Church and Community Woodland. Parents and other family members, support with Breakfast Club, Football, Bikeability and class trips.

Analysis of the SIMD data shows that Glenbervie has no pupils in the more disadvantaged deciles 1-5. Almost all of our pupils are at the least disadvantaged end of the scale with 95% in deciles 8.

Strengths of the school

We continue our journey to 'Grow, Progress and Succeed Together', the following are our key strengths:

Positive Ethos Our school has a strongly positive, inclusive and welcoming ethos. The school's ethos clearly reflects the school's vision, values and aims in day-to-day practice. All staff and children are committed to establishing positive relationships and have high expectations of what they can achieve. Pupils have very high levels of engagement and motivation. There is a very nurturing and caring ethos and staff have a strong commitment to children's wellbeing. There are very high standards of behaviour throughout the school, enabling children to focus on their learning in a purposeful climate. Children talk with pride about their school. Parents state that they appreciate the family atmosphere and that the staff know their children very well. Visitors, parents and other professionals regularly comment on the positive ethos of the school. All children contribute effectively to the life and ethos of the school and wider community.

"Glenbervie is a nurturing, positive and happy environment for my children to learn,"
"the school are like one big family and so supportive to not just the children but us as parents" (Parental Feedback, May 2022)

"We love working at Glenbervie school as we are always made to be welcome and they fit round our busy schedules- the staff go above and beyond for the pupils- nothing is too much trouble" (Physio, OT and SLT Feedback- June 2022)

The commitment of all staff, pupils and partners in improving the school. Staff, pupils and parents at Glenbervie School demonstrate a strong commitment to continual improvement. All staff are committed to working together to ensure the best possible learning experiences and outcomes for children. Teachers and other staff show very good awareness of the school's current improvement plan. Teachers regularly reflect on their practice together. Teachers and pupil support assistants have good opportunities to lead improvements in for example, Visible learning, the 1+2 approach to modern languages; outdoor learning; technology; nurture and in support for children with additional needs. Pupils take Leadership roles across the developing skills for learning, life and work, including leadership skills through our whole school Learning for Sustainability Calendar.

" We all work together as a team- there is no divide between staff- we feel all our contributions are valued and helps us improve" (PSA – Support staff Meeting May 22)

Good standards of attainment Overall, children across the school are making good progress in literacy, numeracy and Health & Well-being. Most children are achieving the expected levels at the appropriate stage.

In June 2022 the following percentage of children were on track, this is using the overall ACL data for P1,P4,P7, but should note that in a small school -numbers are variable so % not always reflective. –

Session	Numeracy	Reading	Writing	L&T	H&W
2021/22	85%	85%	85%	94%	94%

Increasingly, staff are focusing on developing children's skills with awareness of their use in the World of Work. This is a strength of the school and, in best practice, is implemented across the curriculum with staff referencing the relevance of the children's learning in the World of Work. Children have very good opportunities to learn in meaningful contexts, in

particular through the Learning for Sustainability (LfS) calendar. A calendar of activities which involves all children includes an extensive range of LfS-related activities such as litter rota; Fair Trade Fortnight; Community Café, food bank; shoe box appeal; charity fund-raising events and road safety.

“ Pupil Voice is very important and we are given lots of opportunities to have a say and develop our skills. We have loved running our Community Café and gained so many new skills including presenting at the awards in Edinburgh” (Pupil Group RRSA Gold Visit May 22)

Caring and dedicated staff focused on improving outcomes for learners

Staff know pupils very well and work closely with parents to ensure that they are aware of any circumstances which might affect their pupils or their learning. An effective tracking system, together with effective interventions, ensures continuous progress for learners across the curriculum, including at points of transition. Assessment data is frequently and effectively used and analysed to discuss next steps, improve individual pupil performance and to target support for learning and the deployment of resources for identified pupil groups.

Leadership The Head Teacher provides clear direction and strategic vision. There is an ethos of Leadership at all levels in existence across the school. The Head Teacher has been successful in involving staff in bringing about improvements and ensuring their understanding and commitment to her vision for the school. She has ensured that developments are clearly linked to national and local guidance, or based on evidence from research, and are introduced in a manageable way, taking account of what will best meet the needs of children at Glenberrie.



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 2021-2022

Key priority 2021-22	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p style="text-align: center;">Priority 1</p> <p>Using Fullen drivers- To support recovery, renewal, and improvement at Glenbervie School ensuring improved outcomes for all children and young people.</p>	<p>Driver 1 Wellbeing and learning <i>Re-building positive relationships and sense of belonging with pupils, staff, parents/carers and community.</i> <i>Clear focus on Health and wellbeing within and across the school community.</i> <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> <i>Ensure all stakeholders have the opportunity to contribute to school improvement and foster an ethos of collective efficacy.</i> <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>The school achieved this through ongoing daily interactions and focussed QA activity ensure the following are in evidence: Positive ethos for all Regular check ins and follow up in relation to Health and wellbeing. Stakeholder views are sought and taken into account. Pupil voice and UNCRC are being considered in all aspects of school improvement including working towards GOLD accreditation. Training on both August and November Inset days supported this</p> <p>Driver 2 – Systemness</p> <p><i>Key focus of work will be developing effective partnerships. This includes:</i> <i>Participation in self improving schools work as it commences in August 2021.</i> <i>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</i></p>	<p>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 the year. Through QA it is evident that there is 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.</p> <p>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.</p> <p>Pupil Voice has been re-established in classrooms and Pupil Voice groups are be up and running again. 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.. The school achieved GOLD and the report praised the empowerment of children and the high levels of pupil voice and leadership. Parents too have a good understanding of this and through communications with</p>

	<p><i>pupil's learning going forward. Consider measures to be put in place to ensure recovery planning is having impact.</i> <i>Review of QA processes to streamline work whilst also ensuring high quality for all.</i> <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)</i> <i>Participation where relevant/possible in ongoing professional development opportunities both within and outwith authority.</i></p> <p>The school achieved this by working 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 such as the VL Programme, Nurture Training and Moderation Sessions.</p> <p>Driver 3 – Social intelligence <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.</i> <i>Consider Aberdeenshire approach to learning, teaching and assessment to ensure shared expectations across the school</i> <i>Ensure opportunities are available for the promotion of leadership within staff, pupils and parents/community.</i> The school did this by ensuring clear and agreed expectations in relation to high quality learning, teaching and assessment for all pupils across the school. We engaged and supported in the</p>	<p>parents we have began to share this with the wider school community.</p> <p>Driver 2: Schools worked 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. As a result of shorter term dual headship, worked well with Redmyre too. This has allowed 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.</p> <p>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 Inset days staff began to identify further areas where they could do this and have priorities set for this session. 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.</p> <p>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</p>
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	<p>development of the Aberdeenshire Quadrants for High Quality Learning & Teaching.</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>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>Driver 4 – Equality investments 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) The school ensure staff are analysing agreed data to consider strengths and next steps for pupils. 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 such as SNSA, SWST, Numeracy Baselines and SHANARRI surveys.</p> <p>Interventions are targeted according to pupil need. Pupils are appropriately supported to make best possible progress.</p>	<p>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 settle 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.</p> <p>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. Evidence suggests that although gaps are still prevalent, they are not as wide as first expected. Plans from ASL and CT are in place to target interventions and support, as well as continue to develop whole school approaches in Numeracy and Literacy.</p> <p>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</p>
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<p style="text-align: center;">Priority 2</p> <p>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.</p>	<p>Review engagement in home learning during lockdown and consider barriers to re-engagement in the classroom.</p> <p>Identify Barriers- Identify barriers to engagement and plan support in response to this.</p> <ul style="list-style-type: none"> • Strengthen universal support in all classes through engagement in dialogue and CPD (Dyslexia, Autism, Nurture). 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 will support this • Explore assessment & teaching approaches to ensure appropriate pace & challenge <p>Universal support evident in all classes. Toolkits being used appropriately to support individual needs.</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 all stages Continue focus area on writing with Professional Enquiry 	<p>Staff used Lockdown Engagement Trackers, Health & wellbeing Surveys and Baseline Assessment information to identify priorities and gaps in the curriculum. The Health & Wellbeing has been key 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. Attainment in writing improved this year in terms of SNSA results showing tool for writing input having an impact. Staff have participated in Dyslexia and Autism CPD and are using many of the tools signposted by the ASL teacher. All staff have been involved in Nurture training with EPS which has helped support and strengthen knowledge of development, ACE, Trauma and resilience, especially seen through pandemic. All staff have personal targets to develop in their practice.</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. Outdoor Learning is being developed well under leadership of Forest School Trained Teacher. Feedback from Staff, parents and pupils as well as HT observations indicates high levels of engagement when outdoors, play and skills-based activities are incorporated into the school day.</p>
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	<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. 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. <p>Continue good work already started in skills progression and DYW and Lifeskills.</p> <p>Learning Culture John Hatti & Shirley Clarke VL Resources & Osiris Support is Ongoing and staff use it to develop Impact Cycles and reflect on own progress.</p> <ul style="list-style-type: none"> • Visible Learning to be developed further and Learning Roots re-established & Used consistently across all stages. VL impact coach to support new staff members • Growth Mindset culture to be promoted to encourage pupils and staff to have a 'can do' attitude and persevere through 	<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 time. There was a noted increase in ACL this session with Most pupils in all year groups attaining.</p> <p>Staff have used the 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>Skills progression & Life skills Awards, alongside our Sustainability Calendar have helped progress the skills agenda. The pupils continue to lead a DYW project which directly supports the school and local community through tuck shop and outdoor community cafe. They gained a Champion Award and Feedback from wider community has been very positive.</p> <p>Our impact Coach has been instrumental in reviving the Visible Learning Roots in Glenbervie. Assembly Dramas, stickers, certificates and referral through 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. 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. Growth Mind Set and aspects of VL/Bounce Back</p>
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	<p>challenges. - Language of VL, Growth mindset and Bounce Back to be visible in classes and around school</p> <p>Learners will evaluate their own learning consistently across the school using a range of AiFL Strategies.</p> <p>Assessment and Moderation Review assessment Calendar and approaches to assessment 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. <p>Moderate writing to create a sample folio of borderline and achievement at each level. Clear outline of approaches to assessment and shared understanding of standards including types of evidence to consider. Staff use this as part of moderation activities and planning discussions. Agreed understanding of achievement of a level - folio of evidence to support</p>	<p>are now evident in most classes and staff/learners are using language daily Feedback is being felt, seen and discussed in all classes, but is not yet consistent in approach or embedded. Children often do not recognise the feedback so this is a next step.</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> <p>Staff worked across 2 clusters whilst HT dual head to create a folio of borderline/ achievement samples. Staff use this within moderation sessions and to challenge judgments. Staff discussed at length and engaged with pupils and parents the barriers writing and what we can do to support moving forward.</p> <p>Staff have developed a rubric adapted from a cluster school to help support identification of achievement of level in writing.</p>
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<p style="text-align: center;">Priority 3</p> <p>To support Social and emotional and mental wellbeing for all in Glenbervie school.</p>	<p>Use Nurturing schools and Place 2 Be Mentally Healthy School assessment tool to review current practice and develop a focused action plan.</p> <p>Key areas identified with staff, pupils and parents. Action plan in place to support mentally healthy school. Pupil sampling and feedback from staff and families will support this.</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>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. Partnership work with EPS service on ACE and Nurture including Family Learning Refresh understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences</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 	<p>All staff completed the Nurturing schools Questionnaire and have taken part in Nurture training with EPS. Each staff member has a better understanding of Resilience, development, ACES and trauma to help support pupils and parents.</p> <p>Staff wellbeing has been a priority 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 terms. 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 with absences only linked to Covid Mandatory isolation. This in turn provides a consistent and positive learning environment for pupils.</p> <p>The Health and Wellbeing Surveys conducted showed almost all pupils indicating they feel safe, healthy and included.</p> <p>Surveys have been used to pinpoint targeted areas of support, Multi agency supports and next steps in improvement. March 2022.</p> <p>Small steps such as Wellbeing days, Team Self-Care box and acknowledgment of above and beyond as Behaviour policy through Staff stars have been instrumental in teamwork and collegiate working.</p> <p>Staff have a shared understanding of families and know the families and community very well. They have established strong working relationships with other services such as PSW, IPT and Bereavement Teams.</p> <p>Some staff have been trained in Nurture and ACE experiences and run Nurture group sessions.</p>
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	<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 deal with challenge and develop <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>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 <p>Building Resilience & Paul Dix Work</p> <p>HGIOURS will be used to gather pupil views specifically around 'OUR RELATIONSHIPS'</p> <p>Shared understanding with all stakeholders around approaches to behaviour management</p>	<p>The introduction of connected and compassionate classroom, underpinned by our GOOLD RRS work, CALMS training and creation of our Positive Behavior Policy, using approaches of Paul Dix has moved school in a positive direction with a better understanding of GIRFEC for all stakeholders.</p> <p>Discussions about concerns around learners' presentation now highlight staff understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences</p> <p>Termly meeting and as and when needed reviews identify children that need extra support in terms of PSW, IPT or Multi Agency.</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.</p> <p>All staff are now CALM theory trained which has helped develop understanding, empathy when dealing with challenging situations</p> <p>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.</p> <p>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. The school received GOLD RRS in MAY 2022</p> <p>Staff used their work of past 2 years to develop a shared understanding of GIRFEC and what this looks like at Glenbervie. This has been shared and well received by parents. A Parent</p>
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		<p>information session, alongside staff training in INSET Days have helped a consistent approach to our behaviour linked to our 3 expectations be followed with staff which has led to an improved shared understanding in our approaches to Behaviour Management.</p> <p>Although only recently implemented it has been received well and staff are consistent, this in turn has led to an increased confidence and mutual respect from pupils and parents in ways we are responding. More feedback and data needs to be gathered.</p>
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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: Very 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. It is complimented and commented on by the many visiting staff and professionals who visit our 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 in the life of the 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.
- 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. We do this through Community Cafes and other events.
- 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 There are many opportunities for staff to take on leadership roles within Glenbervie School. This is seen in the leadership of many areas such as Outdoor Learning, Science, Digital Technologies and Visible learning.
- 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.
- 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. For example, last session in terms of Writing development 2-3 schools worked together to moderate, pull resources and create a portfolio of moderated evidence. Glenbervie school works effectively with schools within their cluster to identify common areas for improvement.
- 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. The Pupil leadership was commended in a recent RRSA GOLD accreditation.
- 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.
- Strong partnership work takes place with community organisations and businesses such as MacPhie and East Coast Viners. Significant support in the skills development arises from this with pupils building partnerships for positive future workplace destinations.

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

- HGIOS 4 is used regularly to support effective self-evaluation. Features of highly effective practice and challenge questions support reflective, professional dialogue at all levels to provide a shared understanding of the school's strengths and next steps.
- During session 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.
- Effective systems are in place for engaging parents such as an audit around our Positive Behaviour policy with majority giving feedback. Almost all of our parents engage in the reporting process and support their children to do so too. Attendance at events is high.
- 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 and this is continuing to grow as Covid Restrictions ease.
- 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, ECO 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, Science and Visible Learning amongst many others. CPD opportunities linked to PRD's carried out with all staff
- Moderation work, QI Work, 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

- Return to our aims and reflect on how current they are in life of the school, explore this across the community to inform a refresh of aims.
- 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.
- Continue to use a restructured approach to reporting to parents such as a mix of Face to Face and TEAMS.
- Support the Parent Council to take an active role in sharing information, consulting with wider parents and supporting the school to move forward with shared goals.
- Give that we are still 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. Our teaching is underpinned by the shared vision and values and this was reflected in our parent feedback and GOLD RRS visit.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. Staff note all the ways children are involved in learning on a termly basis and in our recent GOLD Rights Respecting Visit the report indicated that Pupil Voice and leadership was a particular strength.
- Most pupils can articulate what they are learning and why and know what they need to do to become successful. This is seen in class work, observations and when in discussions in Focus Groups. 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.
- Most pupils are becoming increasingly independent in their learning as confidence regains and our Visible Learning is embedded. There is consistent practice in place within all classes at Glenbervie linking to AIFL and feedback. Differentiation is evident in all classes.
- 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. 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.. This is working well for the pupils to extend their thinking and develop critical thinking skills and promote more open-ended answers
- 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. For example, staff collegiately plan to share their skills such as music, art, outdoor learning and digital skills so all pupils benefit from these strengths.
- Moderation is successfully embedded across classes and staff motivate and engage learners through active, relevant and topical learning opportunities using the local area, visiting speakers and excursions.
- 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 high quality assessments 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 checklists 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 and this has greatly improved through the pandemic.
- 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. The majority of staff have been trained in outdoor learning approaches to enhance use of resources such as Den building, Fire Pit, Loose parts play etc.
- There are significant DYW opportunity planned for pupils with effective partnership working with the Social Enterprise Academy and local businesses. This further develops pupil skills in creativity, problem solving, resilience, collaboration and evaluation.
- Our curriculum is regularly reviewed and refreshed to ensure it is aligned with current education thinking, HMIE's expectations and in response to local issues and needs of the pupils e.g Relationships and Sexual Health Programme, Learning for Sustainability, Outdoor learning. Curriculum refresh is informed, planned, focusses on impact and is timely.
- Opportunities for IDL are being effectively planned for all classes e.g organising the shoebox appeal, running the tuck shop, maintaining the school garden and enterprise events all linked through our Learning for Sustainability calendar.

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

What are you going

- 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.
- 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.
- We have maintained very good standards of attainment as most young learners are attaining appropriate levels, despite Lockdowns and Covid Pandemic. Staff make effective use of assessments and their shared understanding of standards to make confident professional judgments about how well pupils are progressing. Assessment is valid, reliable and confirmed by SNSA data. 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 2021- there has been a key focus on Writing following interrogation of data and improvements have been seen across all stages. Glenbervie has an agreed assessment calendar which shares key areas of focus throughout the school year
- Professional dialogue ongoing throughout the session with Termly tracking meetings held 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.
- Staff have been involved in development work for the cluster around non negotiables in numeracy in order to support transition between primary and academy.
- QA processes in place for across the school year ensuring opportunities to evaluate practice and inform our areas of strengths/areas for development. 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
- 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
- Pupil focus groups are used regularly to inform the staff of strengths and areas for development. 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.
- The school holds Pupil parliaments to allow pupil opportunities to share their views and plan improvements within the school.
- All pupils, through our Pupil Parliament have successfully achieved 6 ECO Green Flags and will continue to engage with the UN Sustainable Development Goals to achieve our 7th Flag. We also hold GOLD Rights Respecting Award and will continue to embed actions, 2nd Gold Sports Award , Gold Woodland Trust Outdoor learning Award and Social Enterprise Champion Award.

- 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 High Quality assessments promoted by the development of open ending questioning and critical thinking.
- 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.
- .
- 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. 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.
- 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.
- 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. PSA resources used to support identified gaps.
- 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.
- Glenbervie have developed a life skills award scheme and have strong informal links with local businesses

- Achievements both within and outside school are recognised, valued and celebrated through Seesaw, House Points, Good news Board, Celebration of Achievements, Local Press and Social Media. This is received well by parents.

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.
- Review and further develop our learning for Sustainability calendar.
- 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 now restrictions have eased to promote effective learning and teaching going forward.
- Review and revise Literacy and Numeracy Progressions with a focus on Mental maths.
- Progress towards 7th Eco Green Flag
- Build Digital capacity further with targeted CLPL for staff and then pupils to ensure all technology Cfe outcomes are delivered and pupils develop digital skills.
- 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. It is understood by pupils, parents and staff.
- Wellbeing indicators are now a common language for staff and pupils across the school. All staff are clear on principles and processes in relation to GIRFEC.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.
- 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. 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, Childs Plan's 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.
- Regular meetings with staff, parents and other agencies to effectively meet pupils' needs e.g Vision Support, EAL, NHS, Social Work, Speech and Language, Physio, OT and Educational psychologist and Pupil Support Worker. MAAPM process is being successfully fully implemented.
- All pupils are supported through our Dyslexia Friendly School Tool Kit and have flexible access to resources.
- 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.
- Partner Professionals, as well as parents, regularly praise the work of the school, its nurturing environment and partnership working. Pupils who have moved to our school from

other schools generally make very good progress, noteworthy in pupils with additional support needs.

- Through commitment to the school vision and values, as well as the GIRFEC agenda, almost all children feel they are treated fairly and with respect in a safe and nurturing environment.
- Curriculum flexibility is planned for as appropriate. The curriculum is differentiated to meet the universal needs of individuals and groups and technology is effectively used to support learners as appropriate.
- Digitally excluded pupils have been identified across the school and have been effectively supported through the provision of Connecting Scotland Digital Device. The use of these devices is being closely monitored to ensure maximum benefit.
- Inclusion is supported by specific adaptations of the building and the curriculum and staff undertake timely, targeted training to support this. E.g. handrails and highlighted steps for vision impaired pupils, playground gates, sensory resources, playground zones created to provide quiet areas, quiet break-out and safe spaces created.
- We actively utilise opportunities to promote diversity and engage in global citizenship through our curriculum, whole school assemblies and learning contexts. The Rights Respecting Award award has been achieved in recognition of this.
- Global citizenship is reinforced through extensive charity work carried out by pupils across all stages in the school. All pupils work as a 'Pupil Parliament' and there is a clear, progressive and effective 'Learning for Sustainability' calendar in place. The school has an inclusive approach, and we welcome and celebrate diversity encouraging all pupils and staff to take leadership roles across a range of activities including Pupil Parliament, Pupil Council, Litter Rota and Play Leaders.
- PEF funding was effectively utilised to facilitate additional Pupil Support Assistant time targeted at identified pupil groups to support with Reading recovery and phonic development by reinforcing Reading and phonics taught in class

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

- Almost all staff have been trained in Restorative Approaches and CALM Theory ensuring an effective and consistent approach to address relationship issues. All pupils are regularly made aware of restorative approaches and actively engage in it.
- Termly tracking meetings have a focus on pupils' needs and these are effectively noted and targeted through the use of a whole school GIRFEC Additional Support Needs Database. This supports the effective deployment of staff including both Pupil Support Assistants and ASL staff. Where staff identify learners, who require support we respond quickly, accessing available resources and working closely with partner agencies as appropriate to best meet the needs of the child.
- ASL and PSA timetables are reviewed regularly to ensure effective deployment and responsive to changing need. Allocation of PSA staff is based on audit levels, which factor in SIMD data, attainment data & class size.

- 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.
- All Pupils make contributions to decision making through our Pupil Council. Pupils have been actively involved in decisions regarding playground improvements, school garden and additional resources for classrooms.
- 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 Bounce back 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.
 - Gold Woodland school accreditation award linking to outdoor learning.
 - Gold Rights Respecting award.
 - Social Enterprise in Schools Award and Champions Award 2022
- 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.

- 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 Thera-pets, mindfulness, relax kids etc. as trialled in health week during session 2018-2019. Covid restrictions prevented this over past 3 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.
- Continue to embed whole school resilience and Bounceback Programme.
- Implement revised Health and Wellbeing Programme.
- PEF funding focused to meet needs of targeted pupils in literacy and numeracy.
- Additional PSA hours to support with Health & Wellbeing and supporting pupils to be ready to learn.
- Further develop approaches to reviewing the impact of targeted interventions on our pupils over time, particularly PSA led interventions.
- 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 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. PEF also supported the retention of covid Recovery PSA hours to support in reading and phonic recovery programmes with targeted pupils.
- 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.

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

What are you going

- 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.

- Parent Feedback on Covid Recovery has been very positive and they, like staff and pupils, feel the Health and wellbeing/Outdoor Education is a priority to build back relationships, confidence and social skills needed to support attainment across the curriculum.
- 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 lates HT monitors all lates as 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.
- Parent volunteers run the Breakfast Club, deliver Bikeability and support with school trips. These opportunities have been impacted upon by COVID and we continue to look for creative ways to provide these opportunities.
- 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. Pupils participation with their wider community is successful through developing partnerships and this is evident at community events.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities such as Football, Cross country, Lego Club and Choir. Pupils also have the opportunity to run lunchtime clubs for others. These include book club, Nature Club, Euro quiz and rotary quiz. Hopefully these will all get back on track as restrictions ease.

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

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
- Pupil involvement in evaluating through use of key questions in 'How Good is OUR School'.
- Further devise and advance planning for business partnership working for the school session and tie this into our sustainability calendar.
- Continue to develop tracking and monitoring to include the tracking of pupils' wider achievements.
- Continue to develop approaches to assessment and moderation both at Glenbervie and also optimising opportunities to engage with other schools across the cluster/authority.
- Continue to extend and build the links with the wider community and try to capture the impact of the pupils' achievements on our community.

PEF 2022-2023

<p>Identified gap</p>	<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 4 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>Attainment & Achievement tracking shows the majority of pupils who meet the criteria for PEF have lower attainment in Literacy skills, specifically Reading and Writing.</p> <p>Depending on the resources and final costs, any carry forward will be used to help purchase Digital technology that became apparent during Lock down needed to be added to in terms of capacity.</p>		
<p>Expenditure</p>	<p>Resources/Equipment/ Materials</p>	<p>Breakfast Club resources, purchasing and training stakeholders. PSA Supporting Literacy Targeted per Term 15 hours per week</p>	<p>£500</p> <p>Approx. £2000 per term = £8000</p>
	<p>Commissioned/purchased services/partners</p>	<p>Seesaw.</p>	<p>Approx. £320 per year TOTAL SPEND £8820 (TOTAL Allocated) (£8224) Overspend met by C/F last year £596.00</p>

	Details all kept on school spread sheet
Expected outcomes	<p>Breakfast Club The poverty related attainment gap is about achieving equity for all by ensuring every child has the same opportunity to succeed. Feedback and evidence from Parent Partnership events, Our Parent Council, staff and pupils themselves indicate a need to continue our non-profit making breakfast club. The feedback indicates in terms of Health and wellbeing collation of evidence identifies a need for a facility that would give parents ownership to address the challenges of deprivation, support with development of life skills for parents and pupils. It would encourage the development of strong partnerships with all stake holders. In terms of SHANARRI, it gives the opportunity for a Safe, Nurturing and Healthy start to each day.</p> <p>Literacy Interventions 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. Targeted interventions of Recovery Reading and phonics will show a decrease in attainment gap of those individuals with quality PSA support and ASL advice.</p>
Impact Measurements	<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>Literacy Reading & Writing- PSA Intervention . Glenbervie School's Assessment Procedures will be used to track pupils' progress which includes Pupil Attainment and Achievement. This includes teacher assessments and standardised assessment data. Parental, pupil and staff feedback will be sought throughout, as part of the school's tracking and monitoring procedures. • Termly Writing Assessments-Adapted Rubric, Reding Fluency and Comprehension assessments will be used. . • Pupil involvement in evaluating through use of key questions in 'How Good is OUR School'.</p> <p>Abilities of children prior to intervention (Teacher Evidence/Samples of work) alongside initial and regular assessment and gathering of data to continually monitor progress and tracking progress for every child</p>

Capacity for improvement

School 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

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 in the past 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 an Outdoor Nativity, Community Cafes and Celebration of Achievement.

The school achieved its Social Enterprise in Schools Champion Award for the second year, even with restrictions 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 P5, P6 to P7 took part in the certified First Aid 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.

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 World War II street trail, Science Centre, Duthie Park, and Den in the Glen -prior to Lockdown and all allowing hands on learning experiences for our pupils. We were also able to do virtual visits with SSPCA, Book Bugs, Mindfulness workshops and Generation science. Fabulous experiences for all involved.

Our primary 6 and 7 pupils took part in their residential trip to Dalguise, gaining many experiences and skills. For many it was the first time away from home! 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 Outdoor Christmas concert and Nativity 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 Multi sports group had a terrific year supported by our parent and former pupil volunteers. They did exceptionally well in their matches and also a number of tournaments throughout the session. They should all be delighted with what they achieved.

Our School Partnership, pupils and staff got involved in our annual Fundraisers such as Halloween Trails, Disco's and Quiz 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 even through restrictions.

Action planning

Priority 1 – Improvement Attainment, particularly in Literacy and Numeracy by ensuring high quality learning & teaching across the Curriculum and utilising staff strengths.

Priority 2 – Closing the attainment gap between the most and least disadvantaged children.

Priority 3 - To support Social and Emotional Wellbeing for Glenbervie School

Priority 4- Improvement in employability skills and sustained, positive destinations

Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy by ensuring High quality learning & teaching and Curriculum Development.	
<p>NIF Priorities</p> <ol style="list-style-type: none"> 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 <p>Linked to National Improvement Driver(s)</p> <p>School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress School Improvement Performance Information</p>	<p>Data/Evidence that improves this priority:</p> <p>Following Feedback from pupils, parents and staff and looking at current attainment information it is evident that staff need to return to a strong back to basic –“ Building Back Better” with Literacy and numeracy, looking at curriculum overall and how staff can effectively fill gaps that are evident from the pandemic. High Quality Learning, teaching & assessment approaches would support this. Although assessment data suggests focus on Literacy and numeracy, parents have indicated they feel a loss in Expressive Arts as we have been focussed on Recovery for past 2 years.</p> <p>ACL Data shows a strong performance in reading and witing and a steady increase in ACL across all stages at writing, but this needs to be embedded. Numeracy has indicated a slight dip so focus this year will be on mental maths and development of high-quality teaching & learning.</p>
<p>Aberdeenshire Priorities</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. 	<p>Relevant HGIOS 4 Quality Indicators</p> <p>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</p>

Key Intended Outcomes:						
<ul style="list-style-type: none"> To create an environment of calmness and connectedness for all in taking learning forward. To improve the learning and teaching of literacy and numeracy To improve attainment for learners in literacy and numeracy with an increased use of technology to enhance learning opportunities. To ensure families are involved and supported in developing real life literacy and numeracy skills. 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 1) (All key actions within literacy and numeracy development with take account of our Building Back Better Approach and keeping learners’ current needs at the heart of all we do)	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	
Literacy: <ul style="list-style-type: none"> To evaluate and lead a test of change around the engagement and motivation of learners using two writing programmes, Talk for Writing and Big writing To support staff in the structure and delivery of a writing lesson, taking into account the broad range of learning styles within a class. To review and embed grammar and spelling progressions and to link these to key skills developed across the curriculum. To promote the development of vocabulary through play in the early years, using both the indoors and outdoors as key stimuli for this. 	All Staff Led by GS and LMCK All Staff including ASL (HT review in tracking) Led by LS	PEF to top up Resources	Inset Day/Collegiate By October 2022- Staff to agree approaches and Enquiry Engagement Info By March 2023 January 2023-ongoing	Expect to see an increase in engagement in writing- use CT observations & pupil feedback to support. Rigorous assessment information including standardised assessments, evidence of pupils learning and professional judgement <ul style="list-style-type: none"> Regular quality assurance measures Ongoing robust tracking and monitoring data Analysing progress in line with Education Scotland's Benchmarks 		November 22 Class Teachers have completed “Cold Pieces “of writing to establish Baseline. They have identified their own areas of Professional Enquiry linked to writing. Work over past 2 years has seen engagement in writing grow and many are using technology to access tools to support. Teachers will cascade training as they complete. By a return to a back-to-basics approach there has been gains in SNSA data and school rubrics reflect progress. The staff have developed a clear progression through spelling, grammar and handwriting using Highland Literacy Framework

<p>To lead CLPL sessions for teaching and support staff around the use of Writing approaches.</p> <p>Shared learning sessions for Parents-family Learning</p>	<p>HT/QIM</p> <p>CT and Pupil Led</p>		<p>Aberdeenshire CLPL days- INSET Dates TBC</p> <p>Aug 22, Oct 22, Feb 23</p>	<ul style="list-style-type: none"> High Quality data analysis from literacy and Cross Curriculum assessments 		<p>Our First shared learning event was well attended with parents understanding the key Literacy skills at each stage and ways they can support. On listening to parents though concern with some around time for H/W. Looking at possible to H/W clubs to support.</p>
<p>Numeracy: To incorporate the use of the outdoors to the teaching of numeracy and mathematics.</p> <ul style="list-style-type: none"> To raise the profile of the importance of developing sound numeracy skills by taking part in Maths Week and National Numeracy Day, with a key link to skills for life, learning and work To support a targeted group of learners with key numeracy skills and vocabulary through small group Number Talks To lead CLPL sessions for teaching and support staff around the use of Maths Recovery and Conceptual Understanding. 	<p>All Staff, Led by LMc</p> <p>HT</p> <p>ASL- DR</p> <p>Academy PT Maths Link Teacher</p>		<p>Ongoing but time given Inset Day November</p> <p>May 23</p> <p>Dec 22</p> <p>March 23</p>	<p>Expect to see more use of the outdoors- see and hear this from pupils in focus groups.</p> <p>More confidence from pupils in using maths vocabulary and increased confidence in mental maths/strategies.</p>		<p>November 22 Staff are using the outdoors almost daily to promote numeracy skills for short sessions. It has been developed further in Forest School where children have been learning through play. HT Hot Choc Friday chats have indicated a real enthusiasm for Maths and is described as the “highlight of the week”. Daily Mental maths is having an impact to consolidate basic skills and pick up gaps quickly.</p> <p>ASL and CT have targeted children with gaps in building blocks through small Number Talks, Supported Strategies. Seen progress in children’s confidence/ engagement in lesson/tasks. Willingness to share through technology is helping support those with literacy difficulties.</p>
<p>Other Curricular Areas To Incorporate Digital technology across the curriculum by engaging in stage specific CLPL</p>	<p>CT Led ByLMcK</p>		<p>As CLPL events happen over session</p>	<p>Learning conversations and pupils’ reflections on their skills developments, including how these link to learning across the curriculum.</p>		<p>November 22 Staff have engaged in CLPL offer to enhance their own practice through tools such as Minecraft, coding, animation etc. Class observations and pupil focus groups indicate that technology is integrated daily</p>

<p>Staff to plan 6 week block of “Specialist “learning which over 4 terms will share with all classes in the school</p>	<p>Led by CT and PSA Support</p>					<p>across curricular areas to enhance and support learning.</p> <p>Staff at Glenbervie have taken on key leadership roles in developing the curriculum “ Specialist areas” where quality inputs and outcomes are being seen across the school. Learners are much more engaged and enjoying a wider curriculum than Covid years. Pupil groups talk highly about these Leaders of learning sessions. They have built on the successes of remote learning in promoting Digital Technologies and skills approaches. Outdoor Learning is well under leadership of Forest School Trained Teacher. Feedback from Staff, parents and pupils as well as HT observations indicates high levels of engagement when outdoors, play and skills-based activities are incorporated into the school day.</p>
<p>Embed the consistency of feedback across the school by participating in professional Enquiry</p> <p>Learners will evaluate their own learning consistently across the school using a range of agreed AiFL Strategies</p>	<p>CT</p> <p>Pupils</p>		<p>June 23</p> <p>Ongoing</p>	<p>Almost all learners can evidence and discuss the range of feedback they receive. Next steps in learning in planning documentation</p>		<p>November 22 Class Teachers are working to refresh their own L& T Toolkit at Glenbervie based on VL journey past few years. Agreed Feedback Code is in place and evidence from LW show most children are aware of Next steps.</p> <p>Planning documentation shows clear next steps in almost all classes.</p>

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children.

<p>NIF Priorities</p> <ol style="list-style-type: none"> 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 <p>Linked to National Improvement Driver(s) School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress School Improvement Performance Information</p>		<p>Data/Evidence that improves this priority:</p> <p>Although attainment gap is very difficult to present fully at Glenbervie Staff are aware of pupils who are not making expected progress. Many children and families have been adversely affected by Covid Pandemic and are needing support to recover.</p>			
<p>Aberdeenshire Priorities</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. 		<p>Relevant HGIOS 4 Quality Indicators</p> <p>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 2.4 Personalised Support 3.2 Raising attainment & achievement</p>			
<p>Key Intended Outcomes:</p> <ul style="list-style-type: none"> • To empower pupils with the key skills and qualities to take the lead on their learning and issues which have an impact on their future • To raise attainment for targeted children through interventions which address their individual barriers to learning • To provide regular opportunities for parents to engage with staff around the progress of their child’s learning 					
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)
				Complete	
				Ongoing	
				No Progress	
To focus support on re-engagement and helping pupils to be in a positive, happy and calm mindset to learn to their potential. • To facilitate accelerated targeted learning groups, for literacy and	All staff ASL and PSA/CT	PEF PSA HOURS	Analysis of data to identify targeted children • Measurements of improvement specific to each targeted intervention, gathered through a range of evidence		November 22 Targeted children have been identified following analysis of data- FSM performing less well than others in year group. CT Assessments using EL and other tools indicate gaps- programmes of work have been set up with PSA, additional CT and ASL to target and support these groups. Early progress reports and

<p>numeracy, in 1:1 and small group settings, using attainment data to select pupils.</p> <ul style="list-style-type: none"> • To use the Wellbeing Indicators as a key tool to identify and support social and emotional learning • To ensure an adaptive and creative curriculum to meet the needs of all learners, • To support a group of P6 pupils in taking forward the Social Justice Aspect of RRSA , researching and planning for equity and fairness within their school community and for fellow learners. • To hold CLPL sessions for PSA staff around key literacy and numeracy support for identified learners. • To offer key intervention groups such as Nurture, Nature Nurture and others to meet needs of learners. 	<p>HT and ASL</p> <p>All</p> <p>Led by P6 staff</p> <p>ASL & Outside staff</p> <p>DR & LMC</p>	<p>Use connected & Compassionate Classroom Resource</p>	<ul style="list-style-type: none"> • Parental feedback and level of engagement <p>Use targeted assessments such as schonelle spelling, fluency and Maths CU to show progress of these targeted pupils.</p>	<p>feedback from parents indicate increased confidence levels, willingness to give tasks a go and a shift in Mind set.</p> <p>Wellbeing indicators have been used well to identify children who would benefit from interventions such as Nurture and Nature Nurture.Planning for pupil learning is appropriately matched to needs and understanding of the local context. Staff at Glenberrie know the pupils and parents very well.</p> <p>Pupils have set up their own lunch time groups to support emotional and physical wellbeing such as Book Club, Nature group and Dance club.</p> <p>The ASL teacher has completed baseline assessments on all pupils and an Audit of Need is kept and regularly updated by HT and staff.</p> <p>Plans from ASL and CT are in place to target interventions and support, as well as continue to develop whole school approaches in Numeracy and Literacy.</p>
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Improvement Priority 3: To support Social and emotional and mental wellbeing for all in Glenbervie school.						
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 I and ongoing observations from 21-22i 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 focus our Building Back Better around the importance of reconnecting and creating positive, trusting relationships <ul style="list-style-type: none"> • To improve HWB for targeted children in order to enhance their school experience and address individual barriers to learning • To carefully track and support the mental wellness of our pupils and staff 						
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	

<p>To lead school in Building Back Better , focusing on the importance of reconnecting after years with long periods of remote learning and disruption to learning.</p> <ul style="list-style-type: none"> • To work towards achieving the Mentally Healthy Schools Award by supporting children in recognising the key steps they can take to improve their own mental health, and that of others. • To support the physical wellbeing of our learners by offering extra-curricular and lunchtime sporting activities. • To continue to raise awareness of the UN Convention on the Rights of the Child (UNCRC) and how pupils can use this to establish key rights and responsibilities, within education, when planning for change. • To take part in a Resilience Support programme through the CLD and PSW • To support P7 pupils in the CLD Health & Wellbeing Transition programme . 	<p>HT- JG</p> <p>All staff led by HT</p> <p>Active Schools</p> <p>RRSA Group</p> <p>CLD Team</p>	<p>Allocate PEF as Nurture, Wellbeing</p>	<p>WTA and collegiate.</p> <p>Ongoing</p> <p>Termly</p> <p>Dec 22 and May 23</p>	<p>Key areas identified with staff, pupils and parents. Action plan in place to 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.</p> <p>Analysis of data to identify targeted children</p> <ul style="list-style-type: none"> • Learning conversations and pupils’ reflections on their skills development in HWB • Analysis of data and feedback from achievement meetings on the improvement of mental wellbeing for targeted children 		<p>November 22 Relationships are key and the HT and staff have worked hard to reconnect with pupils, families and the wider community. Engagement events have been very highly attended with over 70% parents attending as “Sharing Learning Session”. Events such as Cross Country and Community Café have re-established community support.</p> <p>Staff work closely with children to look at improving mental health. School team support each other to ensure wellbeing of staff is a priority. Absence rates are very low, with many visitors commenting on the positive and supportive ethos that they pick up when visiting the school. Parent feedback echoes this with phrases like “ one big family”.</p> <p>Pupils have set up their own lunch time groups to support emotional and physical wellbeing such as Book Club, Nature group and Dance club. CT and Active schools have reestablished Football, Cross Country and Multi Sports with over 50% attending.</p>
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Improvement Priority 4: Improvement in employability skills and sustained, positive destinations						
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 I and ongoing observations from 21-22i including observations, COVID-19 Survey, feedback from staff, communication from families. Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.			
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 3.3 Increasing creativity & employability			
Intended Outcomes: <ul style="list-style-type: none"> To utilise the use of technology to support learning , ensuring appropriate training is provided for pupils, staff and families To ensure pupils are aware of skills and are involved in understanding the link between skills and employability To create opportunities for children to have ambition and aspirations for the future To create opportunities for pupils to become confident when using digital literacy to enhance learning and to recognise its place within the world of work 						
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 Complete	Actual Impact How do we know? (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views)
		PEF / SAC	Resource/When		Ongoing	
				No progress		

<p>.To support the digital capability of our school community and to use this as a tool to encourage family engagement.</p> <ul style="list-style-type: none"> • To take forward Learning for Sustainability with an identified group of pupil representatives, highlighting importance issues to support a positive future for all • To introduce the use of assistive technology to support ASN and the development of key skills. • To embed Project Based Learning as a key tool for providing meaningful links to skill development for life, learning and work. • To provide digital support for all staff, learners and families to enhance learning and teaching opportunities. <p>Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where our school is at on our digital journey.</p> <p>Senior Leadership Team to promote a clear digital strategy within the setting.</p> <p>Senior Leadership Team to attend proposed event on the 7th September 2022 jointly presented by LoveLearning and Education Scotland</p>	<p>HT- JG</p> <p>All staff led by HT</p> <p>ASL Teacher</p> <p>All Staff DYWGroup</p> <p>DigitalTeam</p> <p>All school staff</p> <p>SLT</p> <p>SLT</p>		<p>WTA and collegiate.</p> <p>Ongoing</p> <p>Dec 22</p> <p>June 23</p> <p>Termly though CLPL & WTA</p>	<p>Learning conversations and pupils' reflections on their skills developments, including how these link to blended learning</p> <ul style="list-style-type: none"> • High level feedback from all stakeholders involved in our development for skills for life, work and learning, and the impact on learners' aspirations and ambition <p>Self-evaluation activity will be carried out at key points throughout the year to assess progress.</p> <p>All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting.</p>		<p>November 22</p> <p>Staff have engaged in CLPL offer from Digital Team to identify own next steps and CLPL.</p> <p>The RRSA group have taken lead on Sustainability Calendar tailoring it to events and learning that already happen, so it is not an add on. This means more buy in from staff and pupils and willingness to take forward.</p> <p>ASN and ASPECTS team have looked at assistive technology and programmes to support pupils. CT plan well with this and evidence is seen of this used in almost all classrooms. Staff are more confident using technology to support learning needs.</p> <p>HT attended Love Learning Event and cascaded information to staff. Have looked at resources across school to enable this to progress further.</p>
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<p>Implementation of device responsible use policy throughout the school.</p> <p>Prioritise online safety throughout the school through the following actions:</p> <ul style="list-style-type: none"> • Online safety policy (360 SafeScotland template) • Undertake the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). • Roll out Safer Schools App. <p>Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects, with regards to digital technologies, are fulfilled within the school.</p> <p>Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.</p> <p>Agree on number of hours required within the Working Time Agreement to develop digital pedagogy within the school for next session.</p>	<p>All stakeholders</p> <p>All stakeholders</p> <p>All stakeholders</p> <p>SLT</p> <p>SLT and teaching staff</p> <p>Teaching staff</p> <p>Teaching staff and LoveLearning team</p> <p>All staff</p>			<p>Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.</p> <p>Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p> <p>Majority of statements RAG'd green in "3.3 Increasing Creativity and Employability Statements of Practice" document, with wide ranging evidence to support.</p> <p>Quality assurance processes will highlight areas of good practise to be shared across the school and areas</p>		<p>School have a clear Responsible Use Policy and have already undertaken the 360 Review which has formed the online Policy.</p> <p>Staff had been using Gooseberry planet to lead on online safety alongside tools from SCARF resource. Learners have clear views on privacy and safety linked to the RRSA award. It is discussed often. They plan to look at Safer school's app this session.</p> <p>QA though LW, Observations and Focus Groups already indicate good practise in some areas with most CT integrating Technology on a daily basis across the curriculum.</p>
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<p>Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.</p> <p>Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration.</p> <p>Staff to access Aberdeenshire Digital Pedagogy Portal as a “one stop shop” for how to guides and videos for skills, ideas for learning and creative use, policy and acceptable use templates, and rationale, in order to support effective learning and teaching using devices available in the school. Staff can also access information and training from Digilearn Scotland, Apple Teacher, MIE and Google.</p> <p>Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas.</p> <p>Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school</p>	<p>Digital leader/ staff/ LoveLearning team</p> <p>SLT/PSAs/LoveLearning team</p> <p>SLT/ LoveLearning team</p> <p>Teaching staff working with cluster</p>			<p>where improvement is needed will be identified quickly and support put in place.</p> <p>Increase in digital skills across the whole of the school community. Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.</p> <p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.</p> <p>Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team.</p>		<p>Teaching staff have participated in own relevant CLPL to enhance own digital capabilities, building on progress made during Remote Learning.</p>
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