

**Glenbervie School
Standards & Quality Report
2023 - 2024
&
School Improvement Planning
2024 - 2025**

Last Updated June 2024

School Forward

We are pleased to present both our Standards and Quality Report for Session 2023–2024 and our School Improvement Plan for the current session 2024 -2025. 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.

Karen Johnstone
Head Teacher



The school and its context

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

We worked together with all stakeholders last session, to re-new our Vision Values and Aims.

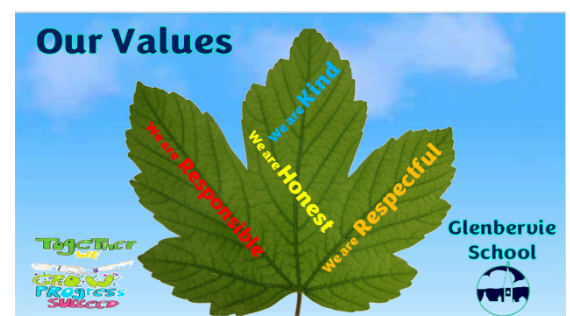
Vision for the school

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, Respect, Honesty and Kindness.



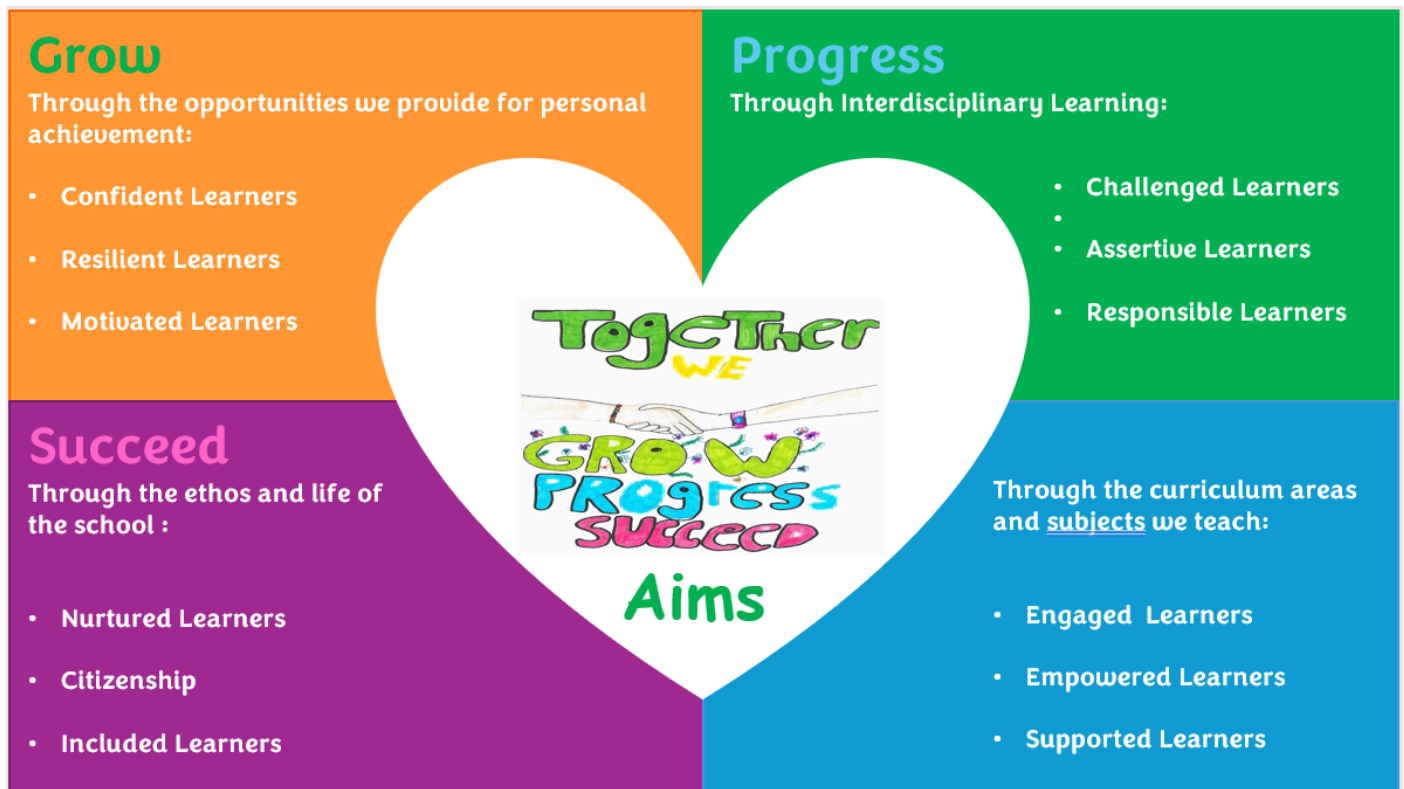
What do we aim to achieve for our children/pupils

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, Attainment Strategy and Learning, Teaching and Assessment Statement for Glenbervie to ensure high expectations are clear and ownership of this is given to all stakeholders.

School Aims

This session we worked with our Stakeholders, staff and pupils to refresh our values and review the school aims to bring them more into line with current national policy. Our aims are now personalised to our own school and community, and framed within the four contexts for learning. The school aims are being embedded across every aspect of the ethos of the school and interlinked closely with our values.



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 2024 is 61 with 3 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 "Fourth 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, parents', 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. To extend our ability to share the work of the pupils individually, and our journey as a school with home, we have introduced our digital platform, Just2easy to our parents community. The partnership helps 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' discussion at assembly. 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 to 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, Cross Country club, Bikeability and class trips.

Analysis of the SIMD data shows that Glenbervie has no pupils in the more disadvantaged deciles 1-5. Almost all our pupils are at the least disadvantaged end of the scale with 95% in deciles 8. However, as a small, rural community we do acknowledge the recent impact of our economy in a post pandemic era and therefore continue to use the Cost of the school Day toolkit to help investigate cost barriers and poverty-related challenges.

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.

"Small, close-knit school, where everyone looks out for each other. All staff know all the kids, plus vice versa, plus all kids know each other across all ages. Small kids look up to the big ones, good opportunity for older kids to show leadership / caring roles as they interact with the younger pupils."

We show we have positive and respectful relationships with pupils and their families.

"I have always had my concerns listened to and dealt with, and when asked for more challenge for my children in their learning have received it."

The school ethos is "inclusive, pupil centred, friendly, approachable with a strong sense of shared values"

“I feel comfortable approaching the school with any questions or matters arising concerning my children. The staff are very friendly, caring and nurturing towards my children. I see my children growing in confidence. The staff and head teacher know my children, their personalities, strengths and learning needs well.”

(Parental Feedback gathered through our parent survey: May 2024)

“Karen and the rest of the Glenbervie School staff have been excellent to work with throughout this academic year and have been very supportive in helping Active schools put plans in place to aid sporting opportunities to the pupils. Communication is very efficient and makes our job much easier!”

Feedback received through recent survey of partnership working June 2024

In an assembly in June 2024, pupils were asked to reflect on a series of questions and feedback was taken from all pupils. All pupils illustrated that they felt welcome and most felt included. When asked if they could identify an adult to talk to if they were sad or worried, almost all children indicated that they could.

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, digital technologies to support and enhance learning, new writing pedagogy, outdoor learning, play pedagogy, 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.

Good standards of attainment Overall, children across the school are making very good progress in Literacy, Numeracy and Health & Well-being. Almost all children are achieving the expected levels at the appropriate stage.

In June 2024, the following percentage of children were on track. This was calculated using the ACEL data for P1, P4 and P7. It should be noted that in a small school, numbers are variable and percentages are not always reflective.

Attainment Data from ACEL June 2024				
	Numeracy	Writing	Reading	L&T
Primary 1	100%	100%	100%	100%
Primary 4	93%	93%	100%	100%
Primary 7	89%	89%	89%	89%

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; shoe box appeal; charity fund-raising events and Global Goals. In our P5-7 classes, we have been using My World Of Work to begin to develop profiles of the children's skill development and have introduced our six Meta Skills. Our tracking of skills in learning, life and work has been streamlined and we will begin to track this with all children next session.

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 provide clear direction and strategic vision for the school. Working closely together to ensure a united and consistent approach to day-to-day aspects in management and leadership. 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 their vision for the school. They have 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 Glenbervie.



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 2023-2024

Key priority 2023-24	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Improvement Priority 1:</p> <p>Improvement in attainment in writing by ensuring High quality learning, teaching, assessment and Curriculum Development.</p> <p>Key Intended Outcomes</p> <p>To improve the learning and teaching of writing.</p> <p>To improve attainment for learners in writing with an increased use of technology to enhance learning opportunities.</p> <p>To create a culture of writing through daily opportunities to take part in writing activities.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • To evaluate and lead a test of change around the engagement and motivation of learners using writing programme, The Write Stuff. • To support staff in the structure and delivery of a writing lesson, considering the broad range of learning styles within a class and ensure consistency across the school. • Training our learners with the new components that will feature in a lesson structure • To lead CLPL sessions for teaching and support staff around the use of Writing approaches. • Developing a consistent, school wide approach to differentiation • Agree whole school approach to book layout and internal organisation • Agree an approach to assessment of Achievement of a Level, and for moderation purposes. • Shared learning sessions for Parents- family Learning 	<p>November 23: Whole School have completed “Cold Pieces “of writing to establish Baseline. Engagement in writing continues to grow and many are using technology to access tools to support, using JIT software or Word processing. Teachers continue to cascade training and top tips as they work through the programme.</p> <p>A very high standard of writing is evidenced across the school on class and whole school display walls.</p> <p>“It was lovely to walk around and see an impressive DISPLAY OF WRITING” QIO Feedback following a visit to the school.</p> <p>Writing moderation with Mackie Cluster and another cluster school has revealed that teachers expectations are very high. Using the Criterion Scale for assessment ensures their judgements sit in line with the CfE benchmarks. This was also evidenced through the predictions tracker v NSA data.</p> <p>Teaching staff are clear on the Scottish Criterion Scale for assessing and how the tool is used.</p>

<p>To ensure families are involved and supported in developing real life writing skills.</p>		<p>Assessment approaches have been agreed.</p> <p>Our P7 CT has been engaging collegiately with Mackie (secondary) staff to promote a shared understanding of expectations across Literacy. As a result the learners will experience a smoother transition in their learning. It has also strengthened staff across both schools understanding of standards/benchmarks.</p> <p>Play pedagogy, in our P1-3 class play based, Literacy rich and contextualised opportunities are present. Learners have been observed to have increased engagement and ownership of their learning.</p> <p>Following up from tracking and monitoring discussions ASL and CT have targeted children with gaps in spelling through various interventions and ASL teacher has been present in class ensuring daily writing lessons. As a result, we are seeing progress in children's confidence/ engagement in written tasks. Willingness to share through technology is helping support those with literacy barriers.</p> <p>June 24 Our results from final Schonelle spelling has demonstrated a marked improvement in spelling ages across the school.</p>
--	--	---

	<p>Embed the consistency of feedback across the school by participating in professional Enquiry</p>	<p>Children supported by PEF funding have closed their gaps in spelling, progress as much as 2.6 years is being observed.</p> <p>February 24: Staff have engaged in CLPL offer to enhance their own practice through tools such as Just2Easy JIT, Snaptype and speech to text software. Class observations and pupil focus groups indicate that technology is integrated daily across curricular areas to enhance and support learning.</p> <p>Staff at Glenbervie have taken on key leadership roles in developing the curriculum.</p> <p>Outdoor Learning continues to be a rich opportunity for learning under leadership of Forest School Trained Teacher. Feedback from parents shows that this is a valued aspect of our school curriculum.</p> <p>Further work has been done on establishing our meta skills and using My World of Work to create meaningful profiles of skills for life and work.</p> <p>Play continues to be embedded into our pedagogy toolkit, from P1-7.</p> <p>May 24 Staff have all engaged in CLPL sessions around writing, including reflective discussions with other schools comparing and contrasting the Talk for Writing toolkit. We continue to embed</p>
--	---	---

		<p>our approaches, with the next focus being on the teaching of editing skills during the writing process. Speak highly of the new approaches and as a result of this, they have offered ideas about how we celebrate success.</p>
<p>Improvement priority 2</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Key Intended Outcomes:</p> <p>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</p> <p>To raise attainment for targeted children through interventions which address their individual barriers to learning</p> <p>To provide regular opportunities for parents to engage with staff</p>	<ul style="list-style-type: none"> • To facilitate accelerated targeted learning groups, for literacy and numeracy, in 1:1 and small group settings, using attainment data to select pupils. • To introduce 6 core metaskills to our curriculum and ensure our learners are aware of these skills through discussion during our LfS calendar events. Streamline tracking of skills to protect workload and make more accessible for our learners. • Member of Teaching team to lead the roll out of platform Just2Easy to the rest of school. <p>Term 1 – roll out to own class</p> <p>Term 2 – children to become leaders to our other two classes.</p> <p>Term 3 – ensure all families are signed up and monitor use of the app. Shared agreement with staff on the use of the app to protect workload and ensure high quality work is shared and progress shown.</p> <p>Term 4 – gather feedback.</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. This ensures interventions are timely, reviewed and impact well on our learners progress.</p> <p>Plans from ASL and CT are in place to target interventions and support, as well as continue to ensure high quality whole school approaches in Numeracy and Literacy.</p> <p>Tracking meetings highlight any pupils needing additional support or pupils who aren't making expected progress.</p> <p>Nov 23 Introduced 6 metaskills to staff during In-Service, and then to children at weekly assembly over the course of term 2. As a result our learners are ready to engage in tracking of these skills through their wider achievements, as well as achievements in school.</p> <p>Feb 24 We have created a bespoke tracker for the 6 metaskills: character, citizenship, collaboration,</p>

<p>around the progress of their child's learning</p>	<ul style="list-style-type: none"> • To support the physical wellbeing of our learners by offering extra-curricular and lunchtime sporting activities. 	<p>critical thinking, creativity, and communication, which came from streamlining the DYW trackers and including the metaskills.</p> <p>My World of Work accounts created for P5-7 and children have engaged with the platform. Animal Me activity led to rich discussion around future employment opportunities.</p> <p>Just2Easy – when first rolled out the platform was not user friendly, and a number of issues raised with parents in the P4/5 class. We decided it was not ready for use.</p> <p>This was also identified at authority level and a working group established to work with the J2E team.</p> <p>In May 2024 the platform was revamped and relaunched.</p> <p>CT has lead reintroducing to the P4/5 parent forum with great reviews. We are currently working on sign up of all parents ready for the new session.</p> <p>Term 3/4 Chess club, Lego Club and Loom Band Club are running, led by P6/7. This gives our upper stage pupils opportunities to lead learning.</p>
<p>Improvement priority 3</p>		<p>Nov 23</p>

<p>To support social, emotional and mental wellbeing for all in Glenbervie school.</p> <p>Intended Outcomes: To further support children with identifying and regulating their own emotions.</p> <p>To improve HWB for targeted children in order to enhance their school experience and address individual barriers to learning.</p> <p>To carefully track and support the mental wellness of our pupils and staff</p>	<ul style="list-style-type: none"> • To support through CLPL sessions for PSA staff around restorative approaches to supporting children with conflict during unstructured times. • To offer key intervention groups such as Nurture, Whole School Nurture and others to meet needs of learners. • To use the Wellbeing Indicators as a key tool to identify and support social and emotional learning • To support P7 pupils in the CLD Health & Wellbeing Transition programme. 	<p>Evidence from last session tells we recognise there is a need to focus more closely on emotional regulation.</p> <p>Through tracking of incidents in school, responses to Wellbeing web discussions with children, discussions with parents and outcomes identified through Boxall Assessment, learners were identified for additional nurture for a range of circumstances, both home and school. This has impacted well on the children's relationships in school, and on their readiness to learn when in the class.</p> <p>The Boxall Assessment identifies specific areas of challenge for our learners and gives us a range of resources and strategies to support development of targets identified. These targets are long term targets which we will continue to support during session 2024/25.</p> <p>Partnership working with our Intervention and Prevention Teacher has been very successful. For those learners who were supported by IPT we have noted a marked improvement in their friendships, emotional wellbeing, ability to play and engagement in learning.</p> <p>Parent discussion at meetings tell us that this support is impacting well on their children's readiness for school and that they are coming home with positive stories about their learning day.</p>
---	---	---

		<p>At a whole school level, we responded to feedback from parents about their children's mental wellbeing by establishing a partnership with North-East Wellbeing Solutions.</p> <p>The team delivered an eight- week programme to the P4/5 and P6/7 class around Decider Skills. P4/5 presented an assembly during an open afternoon – sharing the learning. Feedback from parents was overwhelmingly positive. Our learners continue to embed these approaches into their emotional literacy.</p> <p>To support family learning in this area, a part of the package with NEW Solutions included a workshop for parents entitled Understanding Anxiety Management. It's main goal being to normalise anxiety as a useful response to feeling pressure, afraid or threat. This workshop received very positive feedback:</p> <p><i>"To be given this information earlier in your child's school journey would be even more useful."</i></p> <p>94% of parents attending thought the session was useful with 82% saying it addressed their interests.</p> <p><i>"Good session and all useful for parents. Well-pitched."</i></p> <p>As lessons were being carried out in P4/5 and P6/7 the HT and ASL teachers were able to attend to</p>
--	--	--

		<p>ensure there is a shared understanding of the skills being taught.</p> <p>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. Pupils have set up their own lunch time groups to support emotional and physical wellbeing such as Chess Club, Lego Club and Loom Band club. Our Chess Club has attended local tournaments and experienced great success.</p> <p>June 22: A new HT is in post and has maintained the annual calendar of events in school. Engagement with shared learning events in term two were attended well but have not been so well attended in term 3/4. Events such as Cross Country, Sports Day and Community Café have continued to build community support for the school.</p> <p>May 2024 Our parental feedback survey revealed some perceptions about relationships in school which needed to be addressed. The HT immediately responded to this by establishing a short life working group to refresh the Promoting Positive Relationships policy.</p>
--	--	--

		<p>The HT worked with all stakeholders to carefully revisit all elements of the policy, to determine where further work was required.</p> <ul style="list-style-type: none"> • Revisit restorative conversations with children, and family learning opportunity for parents as parents identified they are not sure what this is. • An action plan is in place to address the refreshed approach including a focus on anti-bullying as children recognised they had an out of date understanding of what bullying it. <p><i>“The policy looks great! Flows really well and encompasses everything that we talked about. The Canva poster also looks great and really succinctly explains the policy, and allows parents to see what a great school we are!”</i></p> <p>Nov 24 Individual children use the Wellbeing Indicators to gather their voices and regular whole-school check-ins on well-being occur. The UNCRC is evident throughout the school and is supported weekly in assembly and beyond. Evidence of this is seen and heard in class conversations.</p> <p>The transition package offered to children from Mackie was raised from 3 days to five days this year. P7 Pupils also attended evening CLD sessions. This, along with partnership working has ensured that all children are feeling confident about moving on.</p>
--	--	--

--	--	--

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

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

Strategic planning for continuous improvement

Implementing improvement and change

This QI also focuses on the following aspects of empowerment:

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

Relevant NIF priority: All

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

Level of quality for core QI: Very Good
(HGIOS 4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

How do you know?

- This year there is a new HT in post and so we have been establishing our relationships as a school community. Feedback from partner agencies, our Glenbervie School Partnership and our learners demonstrates that 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 too.
- We recently refreshed our Promoting Positive Relationships Policy, through a short life working group of parents, staff and learners, to reflect the very high expectations that we have for our learners and how we work together as a school community to ensure they are met. This ensures a shared understanding of our rationale, aims and strategies across the school community.
- 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 the four contexts for learning 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 cost of living crisis and changes to the economy.

- We use wellbeing web discussions to support/ target wellbeing or address concerns raised through positive partnership working with Glenbervie staff, pupils, parents and the wider community.
- The school continues to update the curriculum rationale to ensure that it reflects the uniqueness of our community. We have recently refreshed our values and aims this session, ensuring there is a shared understanding of expectations for our learners.
- The leadership groups and roles that permeate our school have a strong focus on our school development that ensures we remain committed to our vision.
- 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. As a result, the school have established a shared standard around high-quality teaching, learning and assessment which support an ethos of high expectations and consistency across the school, with opportunities to succeed for all.
- Glenbervie school has robust quality assurance processes to ensure there is a focused 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. Staff are very aware of barriers to learning and how to support pupils in their learning.
- Regular CPD opportunities are provided for all and 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, Nurture, Digital Technologies and Skills development and ensures our children benefit from the team's expertise.
- 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 for our learners.

- There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster, including an event at Mackie with our secondary colleagues. This is all leading to more robust professional judgements being made. For example, last session in terms of Writing development, our 10 cluster schools worked together to moderate writing from first, second and third level with the Mackie Literacy department. Glenbervie school has also worked effectively with schools within and beyond their cluster to ensure constituency across the network.
- Pupil voice used to identify areas of strength and development across the school. There are many opportunities in place for pupils to be critical and creative thinkers, to drive forward improvement and ensure their voice is heard. All pupils have focussed responsibilities linking to skills for learning life and work.
- Cluster HTs engage in cluster capacity-building activities to support leadership and Improvement. This ensures equity of provision across our schools for all learners.
- Glenbervie School is actively 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 and ensures our learners benefit from best practice.
- Strong partnership work takes place with community organisations and businesses such as MacPhies and East Coast Viners leading to opportunities to enhance learning, develop our learners understanding of the world of work and make links with the purpose of learning.
- Staff engage in analysing data and participating in self-evaluation activities, classroom practice and local and national policy. Data is used to inform planning and next steps for our learners.

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

- HGIOS 4 and Wee HYGIOURS are 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 2023-24, a refresh of the vision, values and aims took place. All stakeholders were involved in this. The vision and values are referred to in everyday classroom practice. The vision and values are referred to and celebrated 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. As a result of this work there is a shared language of high expectations and this puts the needs of all learners at the core of our partnership working.

- Glenbervie curriculum rationale will be updated in line with the refreshed vision, values and aims. Opportunities for parents/carers and community to review this will be provided through a community café opportunity.
- The review of Promoting Positive Relationships policy has given us a chance to review how we celebrate our vision and values every day in school. It has also ensured that all of our learners have a clear understanding of our high expectations and how we can all work together to motivate and inspire each other to meet them.
- 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, when reviewing our Promoting Positive Relationships policy, we collected data and opinion from our annual self-evaluation. 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 reporting calendar. Most of our parents engage in the reporting process and support their children to do so too. Attendance at events is high ensuring effective partnership working for all children attending Glenbervie School.
- Glenbervie school works in partnership with the wider community, taking part in all local events to support our learners to value their role as citizens in our village. The school plans learning opportunities and classes regularly plan community links relevant to learning and teaching.
- Community were previously 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.
- 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 for our learners.

- The school has a strong Quality assurance Calendar that helps gather evidence of high-quality teaching and learning and informs next steps.
- Glenbervie has a pupil parliament that supports work in this area. They are engaging regularly with How good is OUR school to support this practice. There are pupil opportunities for pupil voice to be heard and recorded – at assembly etc.
- The school has a learning for sustainability yearly calendar which exemplifies the opportunities that exist for pupils to lead across a whole school session. This is also supported by a three-year rolling calendar of events which are aligned to the Stonehaven bundles. This ensures that children are given a broad range of learning experiences throughout their years at Glenbervie.
- Teaching staff have a range of leadership opportunities such as Forest Schools, digital leaders, Science, Expressive Arts and Visible Learning amongst many others. CPD opportunities linked to PRD's carried out with all staff. Our Curriculum Skills Timetable evidences the work planned for Leader of Learning work in each of our classes, ensuring children benefit from a range of expertise.
- Moderation work, QI Work, NSA, Standardised Assessments such as Schonelle, Burts etc, 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. As a result of this ongoing work we are continually evaluating our own provision of learning to ensure we remain innovative and open to new opportunities for our learners.

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, embed recently introduced metaskills into our tracking of wider achievement and the impact it is having on individual learners. Use analysis of WA tracking to plan for our learners.
- Continue to embed and revisit vision, values and aims in line with any new staff pupils, families etc

- Our next steps are to track and celebrate how our learners volunteer or engage with community development to demonstrate creativity and critical thinking skills.

Pupils

- Support children to re-engage with digital profiling of progress through Visible Learning to continue to be involved more in language of learning, understand what is good feedback is and to help identifying how they are doing and set next steps.
- Leadership Grow Groups to be planned into the timetabled day to ensure all children are included in leading their own learning. Groups to be formed in line with SIP.
- Use the J2E profiling tool to feedback more regularly on progress and next steps in pupil learning and achievement to parents. Agree a calendar for this to protect workload and ensure standards are consistent across the school.

Parental/ community engagement

- Ensure all parents are signed up to the J2E profiling tool to receive the regular communication from their children about progress in learning.
- Through consultation and following feedback work through the action plan to ensure the targets that support our Promoting Positive Relationships policy are met, involving the wider community in self-evaluation once complete.
- Continue to support our very effective Glenbervie School Partnership Group to take an active role in sharing information, consulting with wider parents and supporting the school to move forward with shared goals for our learners.
- Given the cost of living crisis, continue to find ways to support and work in partnership with our community to address needs and concerns, including signposting to other agencies and being conscious of the cost of the school day. Continue to support families to access breakfast club.

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. Pace and challenge across all classes is supported in whole school and class planning and observed during lessons in quality assurance activity. Our teaching is underpinned by the shared vision, values and aims, and this was reflected in our GOLD RRS visit.
- Pupils have many 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 GOLD Rights Respecting Visit the report indicated that Pupil Voice and leadership was a particular strength. As a result almost all of our learners safe at school, and know that their voice is valued.
- 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, jotters 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. Pupils are involved in self/peer assessment opportunities.
- There is consistent practice in place within all classes at Glenbervie linking to AIFL and feedback. Feedback, including next steps, is visible in jotters, wall displays etc Differentiation is evident in all classes and next steps can be shared by learners when asked.
- Learning intentions and success criteria are well used to support pupils in their learning. This practice is consistent across the school. In all classes' pupils are involved in co-constructing success criteria with staff ensuring they understand how to be successful in their learning.
- All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate. Staff have been further developing their writing pedagogy using the Write Stuff, a research-based approach to writing.
- All pupils have regular opportunities to work individually, in pairs and in groups. All classes have opportunities to work with other classes. This allows our learners to lead learning and take an active role in learning.
- 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 present across classes and staff motivate and engage learners through active, relevant and topical learning opportunities using the local area, visiting speakers and excursions. As a result learning is relevant to the learner and pitched at the right level for them.
- 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 and our learners experience a variety of settings and approaches to learning.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT and ASL to ensure timely action is taken to reduce and barriers. There is a process in place for seeking ASL support and advice. Evidence of impact of interventions is sought in order to identify next steps. Learning is therefore personalised to the interests, strengths and skills of our learners.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results. Termly tracking and monitoring supports pupils progress in learning and interventions are reviewed on a termly basis in response to data analysis. As a result, our learners are appropriately challenged and supported in all aspects of their learning journey.
- Digital technology is used to support learning across all classes and ASL time is given to supporting children to develop digital skills to use new software and hardware as required. Technology supports and enhances learning in class.
- 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, tools and Loose parts play etc. Our learners enjoy going to our woodland setting and learning opportunities build on their skills and interests.
- 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, critical thinking, collaboration, citizenship and communication. 5 of our 6 metaskills.
- Opportunities for interdisciplinary learning are being effectively planned for across 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 and taking account of global goals and articles from the UNCRC.

What evidence do you have of positive impact on learners? to do now?	What are you going to do now?
<ul style="list-style-type: none"> • The school refer to the Vision, values and aims regularly throughout the school day and this underpins the ethos and high-quality learning in the school. There are high expectations for our learners which ensures they are engaged in participating in learning. • The Head Teacher is visible daily through our school routines and has ongoing engagement and visibility in all classes in the school, which supports and promotes our school's positive ethos. As a result, the children have developed trusting and positive relationships, and know their opinions are welcomed and valued. • We have maintained very good standards of attainment as most young learners are attaining appropriate levels. Staff make effective use of assessments and their shared understanding of standards to make confident professional judgments about how well pupils are progressing. Following moderation activity this session, assessment is valid, reliable and confirmed by NSA 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 2023-2024 there has been a continued 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. This supports our learners to reflect on their learning and identify their next steps. • Staff have been involved in development work for the cluster around non-negotiables in numeracy, writing and Visible Learning 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, Walk In Wednesday and shared learning events. This encourages ongoing reflection and dialogue which lead to the best learning environment for our children. 	

- Pupil wellbeing questionnaires are used twice a year to support the Health and Wellbeing indicators, to support and manage next steps. This session we have also looked at Wellbeing Indicators as a whole school to plan with the children, ways of supporting their wellbeing.
- Staff use Leuven scale to help track engagement in learning and aid this in planning next steps. This ensures all children can participate, and engage with learning tasks as they are planning to meet their individual learning needs.
- 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.
- 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 2024.
- 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. Further review of the calendar this year includes a rolling three-year calendar of events which link into the bundles and LfS calendar. Three-year calendar of events links to Stonehaven Bundles
- 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 critical thinking skills is seen in activities such as ERIC literacy tasks and whole class approach to literacy, problem solving and across High-Quality assessments promoted by the development of open-ended questioning and critical thinking.
- Two members of teaching staff are Forest school trained and plan 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. As a result almost all children feel nurtured.

The engagement in the Visible Learning Cluster project has allowed staff to strengthen and develop good Professional Enquiry learning models/impact cycles which is having a really positive impact on promoting excellent learning and teaching. The focus this year has been on writing through high-quality teaching and learning which was evidenced by classroom observations and professional development. The impact of this work is an increase in attainment of writing throughout the school, with some learners moving from on track with learning to exceeding expectations.

- Glenbervie have continued to use an effective feedback code to ensure there is consistency across the school. Considerable time is spent planning collegiately to help moderate and share standards across the school. Feedback is commonplace in most lessons observed in the classes and is visible in jotters and on noticeboards.
- 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. PSA resources are used to support identified gaps. As a result we are seeing those supported through the PEF fund on track with their learning in Literacy.
- Glenbervie has digital leaders and effective use is made of laptops/iPad/Clevertouch boards and more recently, coding technology is being used across the school. Technology is also used to support targeted interventions such as Talk to Text, touch-typing, Nessy, Sumdog, Clickview and Edupuzzle.
- Twitter and Facebook are used to promote everyday learning and achievements. We are currently rolling out our J2E profiling app to our whole parent body. This encourages our learners to reflect on learning and profile the progress they are making.
- Glenbervie have developed a life skills award scheme and have strong informal links with local businesses. This ensures we keep a continued focus on the development of our Metaskills and our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as

global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

- Achievements both within and outside school are recognised, valued and celebrated through emails, House Points, Good news Board, Celebration of Achievements, Local Press and Social Media platforms. This is received well by parents, who email regularly to share news and the children are very keen to share their achievements in assembly.

What are your improvement priorities in this area?

- Quality assure agreed processes and practice in relation to feedback to support pupil's involvement in learning when they begin to engage fully with J2Journal, ensuring they are aware of their strength and what they need to do to improve.
- Begin the process of applying for a Digital Schools Award – following a very comprehensive response to an evaluation of HYGIOURS QI, an evaluation of digital resources to support and enhance learning it is clear that we are ready for this.
- Pupil focus groups to feedback to leadership groups following their discussion, to feed into WEE HYGIOURS tracking.
- Learning ladders – to support children with having more agency with their learning progress and next steps, to use learning ladders to track and monitor own progress and be aware of next steps rather than told them. 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. Revisit pupil voice with the team, and ensure time is built into the timetables for focused weekly evaluation time.
- 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.
- Continue to review and streamline Literacy and Numeracy Progressions.
- My Happy Mind programme to be introduced to the whole school mental and social health programme. Add a focus of Health and Wellbeing PE.
- Allow time for the recent targeted Digital skills CLPL to embed around the school 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.
- Continue to reviewed our curriculum 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, Circle Resource (Equality and Inclusion), Play Pedagogy. Curriculum refresh is informed, planned, focusses on impact and is timely.

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: 5 - Very 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. We continue to focus on the supports and concerns of the Cost of the School Day such as cost of trips, charity events etc and work in partnership with our parent council, where consideration as to how we can support our community is ongoing.
- The school have reviewed our whole school promoting positive relationships policy. A promoting respect and resilience policy has also been developed which is underpinned by the UNCRC, with the school now being recognised as a Gold RRSA. High expectations of behaviour with incidents dealt with promptly and effectively. Whilst we can evidence that the policy is understood by pupils and staff, our parents have expressed a better understanding of using restorative practice and the children have asked for the updated definition of bullying to be communicated next session. This should further strengthen parent partnerships and therefore the progress and wellbeing of our learners.
- Wellbeing indicators are now a common language for parents, staff and pupils across the school. All staff are clear on principles and processes in relation to GIRFEC, ensuring children get the right support when they need it.
- All staff are clear on the policies and procedures around child protection and follow up with bi-annual training (Aug and Feb). 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 well-being
- A range of universal supports are available in all classes (including brain boxes). Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Child's Action Plan Meetings 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. CAPM process is being successfully and 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 accidents, incidents and bullying. For our learners, having a robust tracking means patterns are tracked and prevention of harm is continuously risk assessed.
- 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 for our learners.
- 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 handovers.
- 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.
- 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. According to our wellbeing data, almost all of our learners feel safe and respected school.
- 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 has been achieved in recognition of this.
- Global citizenship is reinforced through charity work carried out by pupils across all stages in the school, although we do continue to monitor our charity work due to the downturn in the economy over the last few years. All pupils work as a Pupil Parliament' and there is a clear, progressive and effective 'Learning for Sustainability' calendar is 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 Numeracy. Our ACCEL data shows we are closing the gaps for some of our learners as a result of these interventions.
- ASL time has been committed to the stretching of more able learners to ensure challenge, enjoyment, engagement and suitable pace.

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

What are you going

- 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 almost all actively engage in it.

- This session we have engaged with the Boxall Profile to ensure our Nurture support, which is targeted to individuals, has measurable outcomes.
- Through partnership working with North-East Wellbeing Solutions, we have successfully delivered the Decider Skills into our classes P4-7. The P4/5 children delivered an assembly to their parents showcasing their learning, and the feedback was extremely positive.
- As part of the package provided by NEW Solutions, was a parent workshop entitled Understanding Anxiety Management. This element of the package supported the targets in the improvement plan 2023-24. The feedback received from parents following this workshop was overwhelmingly positive and we have seen an increase in our wellbeing data as a result of this work.
- 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 Social Index of Multiple Deprivation data, attainment data & class size.
- Effective staged intervention approaches in place, with a clear process for the class teachers to liaise in a timely fashion with ASL. ASL assessments carried out as and when required. Collaborative professional dialogue. Single and multi-agency planning all ensure we are getting it right for our learners.
- All staff are also engaging in ongoing training to support pupils. This includes Adverse Childhood Experiences and looking at our learners through a trauma lens where appropriate.
- Shared expectations in place across the school. The school have an agreed High Quality 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 amongst other initiatives this session.
- 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, cybersecurity, 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 ALEC resources, three year rolling programme, for smaller schools programme to support this. We use the GIRFEC wellbeing indicators and the Leuven scale to monitor and track wellbeing.
- 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 2024.
 - Gold Rights Respecting award.
 - Social Enterprise in Schools Award and Champions Award 2024
- The school has strong partnerships with local church and community groups, police liaison and community officers, Bikeability Programme (every two years). 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 children recently included a request for stress boxes, through the refresh of promoting positive relationships work.
- Targeted support is provided by class teachers, Intervention and Prevention Teacher, pupil’s support worker and others such as SALT/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 and pupils.
- 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. The WTA includes time built in for staff to meet with the ASL teacher.
- 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 Young Leaders for new P1 pupils in term 1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Mackie Academy 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 continuing use of Decider Skills, Scottish Government's Whole School Approach Framework, Circle resource.
- Introduce myHappymind, a whole school approach to support mental wellbeing.
- 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 any barriers to learning being seen and the gap in learning as children age. Consider how these barriers could be mitigated within the school community and track impact of these mitigations.
Write a pupil friendly High Quality Learning teaching and Assessment statement.
- PEF funding focused to meet needs of targeted pupils in literacy and numeracy and Health and Wellbeing. Additional PSA hours to support with Health & Wellbeing and supporting pupils to be ready to learn.
- Continue to embed whole school nurturing approaches. Staff will be given ongoing opportunities to take part in Circle Resource Audit, discussion and professional development. We will revisit the Whole School Nurture Toolkit to support the needs of all learners.
- Continue to work with the school community and parent council to support families to find ways as a school to minimise the Cost of the school day and be mindful of changed circumstances. Act for a signpost for any families that require support.
- Work through the action plan created by all stakeholders following the review of Promoting Positive Relationships policy refresh.

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. For a small number of specific children we are regularly assessing their progress to ensure that they are being supported towards their benchmarks.
- The school has a robust Tracking and Monitoring 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.
- Levels in reading, writing and numeracy are collaboratively moderated by joint working between Academy staff and Primary Team. Opportunities are taken for teaching, co-assessing and planning to develop the shared understanding and expectations at second level where the transition occurs.
- Pupil Equity Funding has been used to support mental wellbeing, which in turn has an impact on our learner's readiness to learn. PEF also supported the level of PSA hours to support targeted interventions and support with nurture/ social skills. Analysis of a variety of assessment data, including Boxall profiles, Schonell spelling and Reading intervention checkups demonstrate progress of learners, who are more effectively engaged with learning.
- 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 and pupil voice is sought as part of self-evaluation activities.

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

What are you going to do now?

- Overall professional judgements of CFE levels show good progress for most learners. Through our whole school tracking and monitoring we can evidence a number of pupils are exceeding expectations in both literacy and numeracy. Staff are continuing to develop opportunities to promote challenge for all pupils using our visible learning strategies and reflections of observations of teaching practice.
- Planning will be revisited next session to allow consistency in approaches and ensure assessment is built into planning with more focus on pupil led learning, pace and challenge.

- Planning review will ensure wider curriculum is being covered and tracked fully in a coherent way across the school.
- Meta skills to be incorporated into IDL planners as well as into planned outdoor learning activities
- Universal supports exist in all classes. Brain boxes have been developed by pupils and staff to support this. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- A focus will remain on Health and Wellbeing, with nurturing relationships, building confidence and social skills using the outdoors to support attainment across the curriculum
- The Decider Skills and the Circle Resource will form the basis of a supportive and inclusive environment for learning
- 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 is done termly and lates are monitored by the HT as they are both visible at the gates every morning.
- 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 tracking of digital skills and life skills. This has been developed further with the metaskills.
- Glenbervie school engages in a bi-annual cluster attainment review which allows for sharing of good practice and identified areas of development.
- High Quality Teaching and Learning collegiate sessions have taken place over the last session with staff engaging with Mark Burns, Shirley Clarke and Bruce Robertson 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.

Next steps: pace and challenge – test of change pupil voice

- Parent volunteers run the Breakfast Club, deliver Bikeability and support with school trips, support with gardening and volunteer at Forest Schools. Parents have also taken on administrative tasks to support us in time for our Celebration Of Achievement.
- Whole school action points and development work is shared through pupil parliament work and assemblies. Next session, time will be built into the timetable to ensure all members of staff get our pupil Grow Groups running with a focus on key actions from our School Improvement Plan and measurable impacts.

- A pupil friendly improvement plan has also been created and this is used in self-evaluation activities by pupil council group. There are further opportunities for pupil leadership through our newly refreshed House Captain and Young Leader roles. 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

Emails are shared with successes in partnership with parents

Achievements out with school are shared and displayed on the good news board. This gives the opportunity to link and promote achievements that are linked to school values.

All pupils are encouraged to share wider achievement at assembly each week and we display these on our Achievement wall. This session, we will been refreshing our pupil profiles and found a way of more recording these achievements and linking them to the skills they are developing.

- 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, like the Gala and community cafes.
- Pupils are increasingly given opportunities for developing their knowledge and skills through a variety of ongoing extra-curricular activities such as Football, Cross country and Multi Sports. Pupils also have the opportunity to run lunchtime clubs for others. These include Chess Club, Lego Club, Loom Band making, Euro quiz and rotary quiz.
- Attendance levels are generally high, exclusion rates are low, and inclusion is successful for almost all pupils.

What are your improvement priorities in this area?

- Now that we have a settled digital profile in place, continue to embed metaskills into our focus on skills for learning life and work. Continue to develop the DYW agenda to encourage discussions about career and positive destinations beyond leaving school through the My World of Work platform and partnerships with local businesses. 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. This will ensure our interventions are having a positive impact on our learners, that progress is measurable and resources are allocated effectively.
- School will continue to look at their range of assessment tools in relation to numeracy to ensure consistency across all stages. We have recently been in discussions with our VSE partner schools looking at assessments (Sumdog diagnostics)
- Continue pupil involvement in evaluating through use of key questions in 'How Good is OUR School'.
- Next session, each member of teaching and PSA staff (parents too if we can encourage them) to be responsible for a Grow Groups which will run fortnightly, planning them with children, with a focus on key actions and measurable impacts.
- 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 and linking them to metaskills.
- Continue to develop approaches to assessment and moderation oth at Glenbervie and also optimising opportunities to engage with other schools across the cluster/authority (VSE trios).
- Continue to extend and build the links with the wider community and try to capture the impact of the pupils' achievements on our community.
- Next session we will make full use of our new digital profiles to tighten up the recording of skills through our pupil-led clubs.

Pupil Equity Fund (PEF) 2024-2025

Identified gap	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.																																				
	PEF1																																				
	3. Improvement in children and young people’s health and wellbeing (NIF)																																				
	The use of our 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 in My Happy Mind NHS Programme, funded by the PEF. We are building a culture and philosophy of positive mental health for all at Glenbervie School:																																				
	The data from our annual self-evaluation exercise carried out in June 2024 with learners showed us that only 4% of our learners felt they were unsafe at school. Only 2% felt they were not supported to progress with learning, but 9% said they didn’t like to ask for help.																																				
	Our Wellbeing Web activity gathers evidence of how our learners assess themselves against the Wellbeing indicators. Our data is as follows:																																				
	<table><tr><th>Wellbeing Indica tor</th><th>10-8</th><th>7-5</th><th>Below 4</th></tr><tr><td>Safe</td><td>88%</td><td>12%</td><td>--</td></tr><tr><td>Healthy</td><td>98%</td><td>--</td><td>2%</td></tr><tr><td>Active</td><td>100%</td><td>--</td><td>--</td></tr><tr><td>Nurtured</td><td>94%</td><td>6%</td><td>--</td></tr><tr><td>Achieving</td><td>93%</td><td>7%</td><td>--</td></tr><tr><td>Responsible</td><td>93%</td><td>6%</td><td>2%</td></tr><tr><td>Respected</td><td>89%</td><td>7%</td><td>4%</td></tr><tr><td>Included</td><td>91%</td><td>9%</td><td>--</td></tr></table>	Wellbeing Indica tor	10-8	7-5	Below 4	Safe	88%	12%	--	Healthy	98%	--	2%	Active	100%	--	--	Nurtured	94%	6%	--	Achieving	93%	7%	--	Responsible	93%	6%	2%	Respected	89%	7%	4%	Included	91%	9%	--
	Wellbeing Indica tor	10-8	7-5	Below 4																																	
	Safe	88%	12%	--																																	
	Healthy	98%	--	2%																																	
Active	100%	--	--																																		
Nurtured	94%	6%	--																																		
Achieving	93%	7%	--																																		
Responsible	93%	6%	2%																																		
Respected	89%	7%	4%																																		
Included	91%	9%	--																																		

Overall this shows we do have a resilient learning community, ready to Grow, Progress and Achieve.

We are introducing myHappymind as we know our community is able to build on their knowledge of supporting their own mental health and being leaders of learning.

myHappymind develops the following:

Meet Your Brain - how to notice when their brain is working well, versus when their brain is stressed. They learn mindfulness techniques that are designed to help them cool down when they are facing tough times. We also focus on Growth Mindset, so that children understand what is happening in their brain when they learn. As children grow they come to realise that they can persevere and become more resilient, to achieve their learning goals.

Character (one of our key metaskills for life) - this is about children understanding that the most important way to build self-esteem is by learning about who we are, and what our strengths are (our character) rather than what we can or cannot do (our competence). In school we look for opportunities to identify character strengths and celebrate them every single day. It is incredible to watch children with low self-esteem develop and their confidence grow when we focus on their positive character traits and find ways to encourage them into leadership roles which encourage them to build those skills.

Appreciate - proactive ways to encourage our children to notice what is good in their lives, rather than focusing on those inevitably harder or more challenging events or situations. Science tells us when we develop a habit of gratitude, we become more solution focused in our thinking and therefore we see an improvement in our general wellbeing.

Relate - building positive relationships through active listening and seeing things from a different perspective (links to restorative approaches). Those of us who develop positive relationships are happier and more resilient than those that don't. So it is important that children grown to learn how to grow positive relationships so they develop their own supportive networks. Also included in this area of wellbeing is the power of diversity, by recognising our own character strengths we in turn can learn to notice and

appreciating those of others. Further supporting positive relationships.

Engage - When children are motivated by their own accomplishment. So we look at setting goals, dreaming and aspiring, and breaking learning down into manageable chunks. Again, here, we refer back to growth mindset, building resilience and watching progress. Children should be involved in this process in all aspects of their learning.

PEF 2

Literacy Interventions – PSA Support

P1	2020-2021	2021-2022	2022-2023	2023-2024
P4	92.30%	88.00%	85.7%	87.5%
P7	80.00%	85.00%	71.4%	78.6%
	71.40%	80.00%	46.7%	82.6%

Our Attainment over Time Data demonstrates a drop in attainment in writing in our P4 (and P5) years.

Our attainment data also shows that writing continues to be an area in which our children receiving Free School Meals are requiring Additional Support for Learning.

Targeted interventions this session have resulted in gaps being closed for some of our learners in spelling. We aim to see a decrease in attainment gap of those individuals who continue to require quality PSA support and ASL intervention.

Expenditure

Resources/Equipment/ Materials	My Happy Mind	£1499
	PSA Supporting Literacy Targeted	£4800
	Class teacher to support ASL at Dalguise	£1847
		Total spend
		£8,146.25

	Details all kept on school spread sheet
Expected outcomes	<p>My Happy Mind:</p> <ul style="list-style-type: none"> • As children grow they come to realise that they can persevere and become more resilient, to achieve their learning goals. • Children become more solution focused in their thinking • Children with low self-esteem develop and their confidence grows. • Building positive relationships through active listening and seeing things from a different perspective (links to restorative approaches) • Continue to develop growth mindset, building resilience and watching progress. <p>Literacy Support (PSA) To continue to close the gap on our children receiving FSM in Literacy and Numeracy.</p>
Impact Measurements	<p>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.</p> <ul style="list-style-type: none"> • Professional judgement using a range of assessment tools linked to benchmarks • Pupil involvement in evaluating through use of key questions in Wellbeing Web. <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 each child.</p> <p>My Happy Mind There are surveys taken at the start and end of each year to measure impact of the programme. The parent app will support family learning – feedback from school survey to support measuring impact.</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:

Aberlour Children's Charity at Christmas and Community Café

RNLI

RSPB

Rotary Appeal

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 Euroquiz and Rotary Quizzes, Chess Club, Football, Music, Multi Sports, Cross Country all run by staff and pupils from the school.

All of our classes took part in Enterprise Activities in Partnership with Social Enterprise including the opportunity for Parents/ carers and extended friends in the community to engage with the school showcasing learning that had been taking place over a term. This included a Nativity, Christmas Crafts, Community Cafes, School Show and Celebration of Achievement.

The school achieved its Social Enterprise in Schools Champion Award for the fourth year and pupils were commended for their roles and how they developed skills for life, learning and work and are inclusive for our community.

ALEC and North East Wellbeing delivered a very effective programme for Primary 4 to 7 pupils around Mental Health, Decider Skills.

Our pupils have the opportunity to go on many trips such as the Farm Stop, Castleton Strawberry Farm, Jump In, Duthie Park, Drum Castle and trips around Drumlithie. We were also able to invite guests into school to support learning including children's author Stuart Reid, Public Speaker and motivation guru Andy McKechnie, Stonehaven (Fatherland) Burns Club member Doug Samways, Martial Arts, dentist, RNLI, RSPB, Personal Trainer and Reverend Turner. Fabulous experiences for all involved.

Our football team has gone from strength to strength, regularly training and latterly taking part in the Laurencekirk Football Festival.

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 and Steeple shop have supported community cafes. Steeple shop have been used as an outreach location for developing life skills for a nurture group.

The school continues to work alongside the community and provides news for the local Skite News. This year a number of families got involved in the Clean Up in the Harvey Garden with DIG and have completed litter picks in the local area. 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.

Further celebrating the success of our Burns Celebration, a large group of children went on to perform at the North-East Schools Robert Burns Federation Burns Competition at Portlethen Academy. The Head Teacher was present to support all children.

The school played a large supporting role at the local Gala as they used the school hall for the day of the Gala teas and coffees. GSP ran a stall as did individual pupils and the Headteacher opened the Gala and was actively present all day.

Our School Partnership, pupils and staff got involved in our annual Fundraisers such as Burns Haggis Drive and Ceilidh and Quiz night. The partnership organises these superb fundraisers for the school which were well attended by all in the Community.

Action planning

2024/25 – To continue to support social and emotional wellbeing for Glenbervie Community through the introduction of My Happy Mind programme.

Priority 1 – Continue to improvement attainment in writing by ensuring high quality learning, teaching & assessment

Priority 2 - The Circle approach is used across our school, to ensure Highly-effective universal and targeted support which ensures all children and young people achieve success.

Priority 3 – Continue: Improvement in employability skills through enhanced usage of digital technologies to profile skills for learning, life and work.

Cluster Plan – For all our pupils across all schools in our Cluster to experience high quality play experiences.

Improvement Priority 1: Increase Attainment in Writing by ensuring high quality learning, teaching & assessment									
<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> <table> <tr> <td>School Leadership</td><td>Teacher Professionalism</td></tr> <tr> <td>Parental Engagement</td><td>Assessment of Children's Progress</td></tr> <tr> <td>School Improvement</td><td>Performance Information</td></tr> </table>	School Leadership	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	School Improvement	Performance Information	<p>Data/Evidence that improves this priority:</p> <p>ACEL Data shows a strong improvement in witing over session 2023 -2024 and a steady increase in ACL across all stages at writing, but this needs to be embedded across genres of writing.</p> <p>We will continue to use the approaches and pedagogy learned last session and further develop with resources and techniques, with the children, to support pace during lessons. Our next focus is editing writing and 'deepening the moment' ensuring challenge for our growing list of children who are exceeding expectations.</p>		
School Leadership	Teacher Professionalism								
Parental Engagement	Assessment of Children's Progress								
School Improvement	Performance Information								
<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> <table> <tr> <td>1.1 Self-evaluation for Self-Improvement</td><td>1.2 Leadership of Learning</td></tr> <tr> <td>1.3 Leadership of Change Learning, teaching & assessment</td><td>2.2 Curriculum</td></tr> <tr> <td>achievement</td><td>2.3</td></tr> <tr> <td></td><td>3.2 Raising attainment &</td></tr> </table>	1.1 Self-evaluation for Self-Improvement	1.2 Leadership of Learning	1.3 Leadership of Change Learning, teaching & assessment	2.2 Curriculum	achievement	2.3		3.2 Raising attainment &
1.1 Self-evaluation for Self-Improvement	1.2 Leadership of Learning								
1.3 Leadership of Change Learning, teaching & assessment	2.2 Curriculum								
achievement	2.3								
	3.2 Raising attainment &								
<p>Key Intended Outcomes:</p> <ul style="list-style-type: none"> • A raise in attainment • Staff upskilled in teaching and delivering high quality lessons • Learners able to articulate their next steps in learning and a clear progression on how to improve • Transference of writing skill across the wider curriculum • Sharing the learning – opportunity for parents to experience a lesson 									

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	
		PEF / S A C	Resource/When		No progress	
<p>To evaluate and lead a test of change around the editing process of writing.</p> <p>Promotion of genre as part of reading – poetry, letter writing, diary etc to model for pupils</p> <p>To promote the development of vocabulary and free writing through play.</p> <p>Share the learning session focussed on writing for parents</p> <p>Share measurable learning targets and next steps via Just2easy</p> <p>Continue to embed digital strategies used to support individual needs to help pupils</p>	All staff LyMcC		QA calendar across year	Expect to see an increase in engagement in writing using class teacher observation/ pupil feedback and jotter sampling		
			Members of teaching staff to trial the approaches and assess to feedback to others	Analysing progress in line with benchmarks using Scottish criterion Scale.		
	LiMcC			Rubric whole school moderation exercise term 3		
	CT ASL		Planning in advance Term 1	Increased understanding and motivation from pupils		
				High quality data analysis from literacy and across the curriculum		
	HT CT Pupils		Nessy, Touchtype, Talk to text,	Higher achievement and attainment for pupils		

attain and reach benchmarks			Snaptyp e etc	with additional needs.		
Feedback across the school - learners will evaluate their own learning consistently using learning ladders.	Pupils			Greater engagement and motivation of pupils (Leuven/schlechty)		
	PSAs ASL	PEF	Term 1 – collegiate	Pupils more clear of their targets with greater ownership of learning and their own target		
Timetabling of PSA for individual or target groups	HT					
Review and update the Curriculum Rationale to reflect the new Aims in 2022/23 along with the High Quality Teaching and Learning Statement in Pupil Friendly Language	HT/ Pupil Council		All year	PSA timetables written in accordance with their skills and class/pupil need.		
			Term 1	Consistent time built in for interventions which support needs inc digital skills and spelling.		
Update Attainment Strategy						

Improvement Priority 2: The Circle approaches are used across our school to ensure highly effective universal and targeted support which ensures all children and young people to achieve success.

<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>The resource aims to empower our staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.</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>
<p>Intended Outcomes:</p> <p>The resources strengthen a whole school approach to improving inclusive practice but can also be used by individual practitioners improving their classroom setting or their approach to supporting an individual learner.</p>	

Goals and Outcomes (What do we hope to achieve)	Measure of success Key Performance Indicators to know if it has been	Action Required (the process) What do we want to do?	Resources Required Who and/or what?	Milestones (Ragged)
--	---	---	--	---------------------

	achieved (inc HYGIOS QI)			
<p>The Circle approaches are used to ensure highly effective universal and targeted support which ensures all children and young people to achieve success.</p> <p>All our learning environments support self-regulation and children's sense of belonging and feeling nurtured. Almost all identified learner show increased participate in learning.</p>	<p>2.4 Personalised Support</p> <p>To support staff to take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>The importance of wellbeing and involving children and young people in decisions about how their needs should be met.</p> <p>Strong partnerships with parents and other partners who support children and young people are essential.</p> <p>Monitoring the impact of interventions and making timely adjustments to practice are key to providing.</p> <p>Robust arrangements for moderation across stages.</p>	<p>HT to attend/refresh online CIRCLE training.</p> <p>Engage with 'Train the trainers' resources to assist roll out.</p> <p>Introduce Circle Document Primary Documents – to complete over the session.</p> <p>All staff receive professional learning in use of Circle Framework. Use the Circle Framework to ensure school learning environments, structures and routines, are nurturing and inclusive. Staff will improve their understanding of learners' motivation and skills.</p> <p>Submit data to authority if requested</p>	<p>Open University Course Education Scotland</p> <p>The Circle Framework</p> <p>PowerBi training available on ALDO for submission of data.</p> <p>Use the Circle: Indicators For Implementation document to support staff.</p> <p>Capture developments made due to the use of the resource.</p>	<p>The Inclusive Classroom Environment</p> <p>Environmental Checklist with all staff And children - Primary p28</p> <p>The Social Environment Checklist with all staff p30</p> <p>The Structure and Routines p32</p> <p>Summary of Circle Inclusive Classes P34</p> <p>Complete Circle inclusive class scale planning page with next steps identified p35</p> <p>Meetings with parents to capture parental engagement.</p>

Goals and Outcomes (What do we hope to achieve)	Measure of success Key Performance Indicators to know if it has been achieved (inc HYGIOS QI)	Action Required (the process) What do we want to do?	Resources Required Who and/or what?	Milestones (Ragged)
For all our pupils across all schools in our Cluster to experience high quality play experiences.	<p>1.2 Leadership of Learning</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>3.2 Raising attainment and Achievement</p> <p>All staff to have a leadership role in ensuring positive play experiences are provided for pupils.</p>	<p>All staff to engage with 'Realising The Ambition' to focus on the main vehicle of learning.</p> <p>All staff to engage with the Aberdeenshire Play Hub to support planning, observation and tracking of Play impact.</p> <p>Schools to identify good practice already in place in schools via Teams group and share across the Cluster via monthly 'spotlight' sessions.</p> <p>Staff to identify learning visits to settings within and outwith Cluster. AW to support with links to other Clusters.</p> <p>Staff to ensure planning for Play is effective, child led, based on assessment and includes instant feedback.</p>	<p>'Realising The Ambition': https://education.gov.scot/resources/realising-the-ambition/</p> <p>Play Pedagogy Hub with links to Aberdeenshire Play, Education Scotland and Northern Alliance: https://sites.google.com/as.glow.scot/playpedagogyhub/getting-started/further-support</p> <p>Project Zero: Pedagogy of Play Project Zero (harvard.edu) Collaborative enquiry frameworks and a book group to support the use of Project Zero book: https://sites.google.com/view/northernalliancescot/resources-by-sector/play-pedagogy-resources</p> <p>Play Scotland: Getting Started with Play Pedagogy in P1 - Play Scotland</p> <p>Play Thinglink: https://www.thinglink.com/card/1609461484272746499</p>	<p>All staff have engaged with 'Realising The Ambition':</p> <p>All staff have engaged with Play Pedagogy Hub to identify area/stage for Play implementation in schools.</p> <p>Identify current good practice and share via Play Pedagogy Cluster Teams.</p> <p>Identify stage/class for Play implementation. Identify curricular area for Play implementation eg. Literacy or Numbers or IDL.</p> <p>Cluster to identify CLCP learning visits across settings within and out with Cluster(s).</p>

Improvement Priority 3: Improvement in employability skills through enhanced usage of Digital Technologies						
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: Lack of reliable sharing platform, parental feedback stating that they miss immediacy and range of information that a digi platform offers, lack of digital leadership opportunities for pupils, pupil voice. This priority remains on our SQUIP as we have been waiting for the authority improvements to J2Easy Journal.			
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 2.4 Personalised Support 3.2 Raising attainment & achievement			
Key Intended Outcomes: <ul style="list-style-type: none">To raise attainment for targeted children through interventions which address their individual barriers to learningTo 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 Pr		

				og res s	
<ul style="list-style-type: none"> To begin using a digital platform across the school as a tool for sharing learning with parents <p>Pupils developing a sense of ownership and a journal of their learning journey/skills development</p>	<p>CT Led By Mrs McCona chie</p> <p>P4/5</p> <p>All pupils</p>	<p>Cost of J2E to be clarified but there is an guaranteed cost for small schools agreement between Aberdeenshire Council and J2E.</p>	<p>Parental feedback</p> <p>Level of engagement</p> <p>Pupil survey – ownership of learning</p>		
<ul style="list-style-type: none"> To ensure that we use digital resources (software and hardware) to meet the needs of all learners <p>Lead a parental sharing evening for Just2Easy</p> <p>Parents to be signed up for every child. Parents who do not sign up to be consulted on regarding how we report and profile learning.</p>	<p>CT/HT/Digiteam</p> <p>Karen Johnston e and Lisa McCona chie</p> <p>Lisa McCona chie</p>				

Tie in skills tracking with refreshed Life Skills award.	ALL				
Agree what/when/why of reporting as a team to ensure consistency across the stages.	ALL				