



Greenbrae Nursery

Greenbrae School



Standards and Quality 2016 Improvement Plan 2017



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The school and its context

Greenbrae is an open-plan school situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments. New housing developments are underway in the catchment area. A 2 storey extension to the school, comprising 8 new class areas and a new sports hall, started in January 2016. During the summer of 2016 and into the new session, the internal area of the existing school is to be reconfigured and refurbished to accommodate an 80 place Nursery and 4 class areas.

In 2015/16 the school roll stood between 165 and 180 with a 40 place Nursery. The school has 8 classes, and a morning and an afternoon Nursery class. The Senior Management Team, comprising a Head Teacher, Depute Head Teacher and newly appointed Principal Teacher of Early Years (starting post in August 2016), led a teaching and support staff which included a number of teachers in the early stages of their teaching career and one probationer teacher. Support for Learning was increased to 2 days a week. A number of pupils benefit from specialist instrumental tuition.

The significant changes in staffing again this year have meant that developing an ethos of respect, trust and collegiality was a priority for the school along with ensuring that new staff were fully supported. The ASG has been working closely on the implementation of a shared improvement plan with most of the developments having a positive impact on the Learning and Teaching within and throughout the schools.

Next session, our main priority will be to maintain positive Learning and Teaching experiences for all pupils throughout our period of transition, ongoing building works and subsequent move into the new school.

School aims and vision statement

School aims and vision statement

High Level School Aims

Underpinning every decision in the school are the aims that the school community collectively agreed upon. In Greenbrae School we are engaged in the pursuit of excellence. Our aims are:

- To ensure that pupils and staff reach their full potential in all areas
- To encourage everyone to make healthy lifestyle choices
- To provide a fully inclusive and supportive environment for all
- To work in partnership with parents and the wider community to ensure that all pupils become effective contributors, responsible citizens, successful learners and confident individuals
- To consistently provide innovative and stimulating approaches to learning and teaching
- To create a welcoming, secure and nurturing environment for all

(Our extended aims can be viewed on the school website.)

The school aims were the basis of the pupil and parent questionnaires that were completed in February

2012. A full review of the aims is scheduled for 2016 – 17 once the new school has been completed.

The school aims were last revised	Feb 2012
The school aims are next due to be revised	Feb 2017

Standards and Quality Report and Improvement Plan

HGIOS4 THEME: LEADERSHIP AND MANAGEMENT

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO SCHOOL IMPROVEMENT?

NIF Drivers: School leadership, school improvement

Supporting QIs

1.1 Self-evaluation for self-improvement

1.3 Leadership of change

1.2 Leadership of learning

Self-evaluation to identify priorities is a shared responsibility for all within the school. All SMT and staff regularly evaluate the quality of the Learning and Teaching across the school. On-going continued professional learning, enables staff to plan inventive and relevant experiences for the children. Our yearly monitoring calendar provides staff with an overview of the observation of Learning and Teaching, review of jotters, broad sampling across the curriculum, discussion of reflective plans and feedback from stakeholders. The school continues to work on ways to ensure all stakeholders' views are gathered and decisions about improvement are communicated effectively at Parent Council Meetings and through the school website. By prioritising improvements, staff continue to contribute to Action Plans to ensure new developments have a positive impact. For example Active Literacy continues to have had a positive impact on Literacy attainment across the school and the introduction of Big Maths is beginning to show an increase in attainment, in particular in the area of Mental Maths. Peer observations and our continued Learning Community have been very successful and lead to professional dialogue with all staff. Ongoing self-evaluation in Greenbrae is central to establishing where we are. It is not a series of one-off events but a continuous cycle of self-reflection and evaluation processes and involves all members of the school community. The use of the new HGIOS4 was an effective way of gathering information about where Greenbrae is at in our journey.

Our parents and pupils are encouraged to and participate in the life and work of the school and many opportunities have been created for them to become actively involved and engaged in the improvement and Learning Journeys of the school. Together with Parent Consultations (with pupils in attendance) and various Parent/Pupil Councils, we have an open door policy so that parents feel welcome to come into school to discuss issues which may arise in any aspect of their children's education. Our annual pupil/parent audits give them a voice to contribute to improvements. As always through various communication channels, we keep our parents informed of on-going improvements within the school. Pupils are regularly consulted and views sought. All pupils were asked about their experiences in learning and how they felt this could be improved along with the online pupil audit (P5-7). This helps to ensure the learning experiences are relevant and exciting. For example Mrs Duncan recently took the pupils up Benachie. This was a great experience for all pupils where they took part in outdoor learning and had great fun at the same time.

We have continued to use the Interactive Learning Diaries in the Nursery after having successfully piloted them over the last two years. These have enabled parents and pupils to become more involved in the progress of the pupils throughout the year. The online interactive tool enables the pupils' milestones, progress and achievements within the Nursery setting to be regularly shared with parents and carers, with clear links to the Curriculum for Excellence outcomes. Parents and carers have the opportunity to post comments about their child's progress and enter observations and achievements from home, enhancing the home/school link. An example of this is where children have posted pictures from home onto the diary from their holidays and the teachers are able to discuss these with the pupils in class.

The school website launched last session, allows staff members to post regular accounts of the activities going on in the classes and the learning taking place across the school. This has again enhanced the home/school links, giving parents/carers the opportunity to share their child's experiences with them.

The school is developing leaders to increase the capacity for change by ensuring opportunities for leadership at all levels for pupils and staff. The children develop many leadership skills and play important roles in improving the school. For example the Pupil Council is highly competent at presenting their views of how to improve aspects of the school and took an active role in the contribution of ideas into the school extension including the new outdoor classroom. Pupils within every class are given opportunities to be leaders (eg. Reps for Pupil Council, Eco, assemblies, etc. P7 and P6 had big leadership roles for the whole school in Children in Need, 'Bring and Buy Sale', Pantomime, etc.

Almost all staff thrive on the many leadership opportunities open to them. Alongside the pupils, the teachers are involved in leading various areas of the curriculum, with each member leading their own specific area of expertise. Class teachers have also taken on leadership roles in the ASG and have been working with other schools to enhance the learning for the pupils. For example our P6 teacher worked with another teacher in Middleton Park in an outdoor Learning Numeracy project. This provided the children with a deeper understanding of the subject area by providing them with real life contexts for learning and also gave them the opportunity to work in collaboration with others. The parents were able to see the process by the sharing of evidence via video links. The SMT have taken on leadership roles within the ASG to agree on standards of pupils' attainment across the cluster. The school continues to work towards creating opportunities for leadership across the school which promotes a culture of reflection and improvement.

With plans in place for the Greenbrae school extension and refurbishment to be completed by February 2017, this project has seen all partners involvement in the planning process. The planning team has regularly attended Parent Council Meetings and staff meetings to give updates and to get feedback. Staff and parental views have been taken on board and incorporated where possible into the planning process. The authority also provided the school with a Roadshow, updating all parents at the Parent Consultation Evening with a display of the plans and a Question and Answer session. The design team has also created regular newsletters that have kept parents up-to-date with current extension news. The pupils, most importantly have contributed to the extension through their curricular lessons. The Pupil Council has put forward their thoughts and wishes for their new school which also have been taken into consideration by the planners. Over the next session it is the view that all staff will incorporate the extension into the curriculum to keep our learning programmes relevant and enable us to provide the children with real life contexts for learning. The Creative Learning Team has been central to facilitating this and will continue working with us in order to make best use of our outdoor learning spaces.

The pupils are very well motivated by a learning which is rich in opportunities to develop important knowledge and skills. The children often take the lead through presenting their views and questioning their peers. Most children use information and communications technology creatively to learn in stimulating contexts. As a result of clear and effective Learning Intentions and feedback from teachers, almost all children talk confidently about their achievements and know how to improve their work. They are able as a result to peer and self assess and this keeps them at the centre of their learning journey.

Next Steps for 16/17

- New remits created for management team as a result of the appointment of a PT
- Ongoing consultation with all stakeholders throughout and on completion of our school extension and refurbishment
- Continue to involve the Creative Learning Team in order to make best use of our outdoor learning spaces
- Revision of the school aims and visions statement on completion of our new school. This will involve all partners and the community.
- Plan for the grand opening and showcasing of our new school
- Streamline the Leaders for Learning roles in order to improve impact

HG10S4 THEME: **LEARNING PROVISION**

HOW GOOD IS THE QUALITY OF THE CARE AND EDUCATION WE OFFER?

NIF Drivers: Assessment of children's progress, school improvement, teacher professionalism

Supporting QIs

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family Learning

2.6 Transitions

2.7 Partnerships

Need to include evaluative text on:

- Overall quality of learning, teaching and assessment
- Effectiveness of moderation of teacher professional judgement of CfE levels
- Extent to which the school ensures equity for all children/young people

Existing strengths:**Learning and engagement**

There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum and we take a very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. The curriculum is well planned, making good use of the progression framework papers, practice papers and basing curricular developments on sound research and evidence.

Staff provide very good opportunities for learning in real-life and local contexts. Some examples of these are visits are woodland walks , our Nursery 'Outdoor Wednesdays' which include visits to the duck pond, Duthie Park, the beach, Seaton Park, etc, visits to local Sterling Café restaurant for Nursery snack and our joint Numeracy ASG outdoor Learning project with Middleton Park on fractions. Our Enterprise projects provide the children with not only 'business' experiences but also an awareness of the skills required for learning, life and work. For example our P7 Bring and Buy sale and our whole school Creative Learning Project.

Learning pathways are based on the experiences and outcomes and design principles and support children and young people to build on their prior learning and ensure appropriate progression for all learners. Our creation of a clear progression framework and contexts for learning in Science has provided continuity for this subject in second level.

Quality of teaching

Our questioning strategies enhance the learners' experience and enable higher order thinking skills. Skilled questioning and engagement promotes curiosity and independence in our pupils. A very positive ethos is evident within the school and the atmosphere is one of calm where the pupils are happy, successful, confident and highly motivated. We have all worked very hard to ensure this has been maintained throughout the extension work this session.

The pupils are well motivated by a learning which is rich in opportunities to develop important knowledge and skills. The children often take the lead through presenting their views and questioning their peers. Almost all children work well in teams to solve challenging problems and our whole staff commitment this year to Co-operative Learning training has developed and improved this. Most children use digital technology creatively to learn in stimulating contexts. The purchase of chromebooks has started our staff training with google classroom ready for our new learning environment which will support this technology well and provide a platform for learning.

We observe our learners closely to inform appropriate and well timed interventions and future learning. We use feedback effectively to inform and support progress in learning. As a result almost all children talk confidently about their achievements and know how to improve their work. Teachers take very good account of children's views when reviewing courses and planning learning. Almost all teachers are aware of the learning needs of the pupils and the pace of learning required to meet these. Appropriate challenge is put in place in most classes. Staff are intrinsically motivated to help the pupils meet their full potential by helping them to build positive self-esteem and to take responsibility for their own learning. This gives the learners a sense of satisfaction.

Assessment is for learning is at the heart of the teaching in most classes and the principles of this are applied. This includes sharing clear, meaningful Learning Intentions and Success Criteria with the pupils, the use of effective questioning as detailed above and providing quality feedback. The pupils are made

very much part of their learning journeys and almost all are very aware of what evidence of learning they should be providing. The ACC Learning and Teaching policy is essential in the planning of all lessons for staff and is adhered to. We use the ACC L&T policy when monitoring.

The training of all staff in Co-operative Learning has really kept staff up-to-date with current pedagogy and practice. We have found that by frequently working in teams and actively solving meaningful problems, pupils are able to reflect on what they are learning and doing. This training has helped teachers to encourage learners to take responsibility for and ownership of their learning, motivation and ultimately their behaviour. Our learners are beginning to become more self-motivated and much less reliant on the teacher, which has allowed them to have greater autonomy for their own learning and also understand how to be team players. Our learners have already started to develop a range of new skills, which will continue to require a lot of scaffolding and support.

Effective use of assessment

Assessment is integral to our planning of learning and teaching. Learners are fully involved in planning for learning. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. We enable our pupils to engage in self and peer assessment to improve their learning. Assessment evidence is used to inform teacher judgements.

Next Steps for 16/17

- **A decluttering of the curriculum including the streamlining of the planning process**
- **A focus on using the new National benchmarking guidance to plan for level achieved and moderate level achieved**
- **Work on creating clear, streamlined, high impact approaches to planning, tracking and monitoring**
- **Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum**

HG10S4 THEME: **SUCCESS AND ACHIEVEMENTS**

HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR LEARNERS?

NIF Drivers: Assessment of children's progress, school improvement

Supporting QIs

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Need to include evaluative text on:

- **% of pupils achieving CfE levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3, young people's overall achievements in national qualifications and trends in improving attainment over time**
- **Overall progress with key priorities at school, local and national level**

We record, analyse and use assessment information to identify development needs for individual learners and specific groups and as a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curricular areas. We use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition. We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We regularly interrogate data making use of digital technology to support this where relevant and appropriate.

	Primary 1	Primary 4	Primary 7	Average
Reading	75%	76%	73%	75%
Writing	75%	68%	57%	67%
Listening & Talking	97%	100%	85%	94%
Numeracy	93%	84%	63%	80%

P1

- Almost all pupils in P1 are attaining as expected in Listening and Talking and Numeracy.
- Most pupils are achieving Early Level in Reading and Writing although there is some capacity for improvement in these areas.

P4

- All pupils are attaining first level in Listening and talking
- Most pupils are attaining First level in Reading and Writing although there is some room for improvement.
- Almost all pupils are attaining first level in Numeracy

- Most pupils are attaining appropriate levels of attainment in Listening and Talking and Reading.
- While 60% are achieving the expected attainment in Writing and Numeracy 40% are not.

All learners have made progress from their prior levels of attainment. We do not have any pupils that have regressed. We have a number of gifted and able children with appropriate support and challenge in place and also individualised pathways to learning. Next session we will continue to work on providing appropriate and personalised pathways to learning for universal and targeted support. We have effective tracking and monitoring mechanisms in place and these are discussed at Meeting Learner Needs meetings. Staff complete trackers twice yearly in Nov/Dec and May/June. We are working on our assessment evidence being valid and reliable. Across our Learning community we are working towards having shared expectations for standards and have moderation arrangements in place for Literacy and Numeracy. The SMT hold one and half hour Meeting Learning Needs sessions to discuss all pupils and levels of support. The appropriate dialogue is had with staff as to how they are supporting the children with various needs in their classes and any causes for concern are discussed and acted upon. Attainment is also discussed at these meetings and also the planning/assessment process.

The school has started to look into introducing the piloting of a new monitoring and tracking system which includes tracking closely those with barriers to learning. This system is currently being used with attainment challenge schools and the Head Teacher has already had the training in this with a view to rolling this out next session.

Improving wellbeing, equality and inclusion

Diversity is actively celebrated. Our children have been learning Mandarin in accordance with the 1+2 strategy at different stages and developing an appreciation for Chinese culture. In our school, culture and language, race and religion are not barriers to participation and achievement and are actively celebrated through our Religious and Moral Education programmes within the school.

The school's approaches to support children have major strengths. In most classes the tasks, activities and resources are suitably challenging and very well matched to the needs of most learners. The majority of teachers know the learning needs of the children very well and are skilled at adapting and changing teaching approaches to meet these needs. GIRFEC approaches are central to the day-to-day running. Staff use the SHANNARI indicators in order to create their Individual Education Plan targets for the pupils in their class and they are mindful of using the My World Triangle when considering the well-being of the learners in their class. Greenbrae provides support for learning 2 days a week and works successfully together and with partners to ensure children make good progress throughout the curriculum. The individual 'Meeting Learner Needs' meetings and folders provide a learning journey for all children including those with additional support needs.

With the move towards the presumption for mainstreaming and in order to meet Learners' Needs the staff participated in training on how to contribute to Child Plan Meetings and the creation of an Individual Education Plan, which reflect the SHANNARI indicators. This training was carried out by the Educational Psychologist and as a result has enhanced the dialogue at the child plan meetings and also helped the targets on the IEP to be more accurate and have more impact. The staff at Greenbrae have

been working on developing a range of suitable broad, innovative, flexible and personalised pathways which meet the needs of all, including the most able and the most vulnerable. We still have further work to do with regard to meeting the needs of all learners and this will continue next academic session. We have a number of children with additional support needs coming into P1 and teachers and PSAs will be attending appropriate training in order to provide the support that is needed.

Next Steps for 16/17

- **Early Literacy/Phonological awareness training for staff. (Northern Alliance Training for P1 Teacher/SMT)**
- **Rolling out the Talk Boost with children in P1 for pupils with a SALT concern**
- **Focus on Reading in particular rolling out Reflective Reading in the Upper Stages**
- **Continue to develop Big Maths, Little Big Maths and Mental Maths**
- **Moderation ASG Numeracy exercise – 2nd Level**
- **Continue to work on providing appropriate pathways to learning for universal and targeted support –effective use of resources to support ASN children. SFL teacher and PSA's to be utilised effectively.**
- **Begin to use a tool to track pupil achievement inside and outside school**

Our key strategic priorities for improvement for next session

School Priority	Link to NIF Key Driver	Link to NIF priority
Maintain positive Learning and Teaching experiences for all pupils throughout our decant, ongoing building works and subsequent move into the new school.	School Leadership	Improvement in children and young people's health and wellbeing
Raising attainment in Literacy with a focus on early Literacy/phonological awareness and rolling out Reflective Reading in the Upper Stages	School Improvement	Improvement in attainment, particularly in Literacy and Numeracy
Raising attainment in Numeracy with a focus on developing Big Maths, Little Big Maths and Mental Maths	School Improvement	Improvement in attainment, particularly in Literacy and Numeracy
Continue to work on providing appropriate pathways to learning and effectively utilising resources to support children with ASN	Teacher Professionalism	Closing the attainment gap between the most and least disadvantaged children
Use 360 safe tool to enhance and develop the provision of internet safety and responsible use	Teacher Professionalism	Improvement in children and young people's health and wellbeing
Across our learning community work towards having shared expectations for standards with robust arrangements for moderation across stages and across the curriculum	Assessment of children's progress	Improvement in attainment, particularly in Literacy and Numeracy

Ongoing areas of development

- Continue to raise attainment in Literacy and Numeracy through the introduction of new resources and rigorous and more flexible assessments
- Meet the needs of all learners by upskilling the staff with the capacity to provide universal and targeted support for all pupils
- Ensure that all teaching staff are trained in 'Co-operative Learning' and begin to embed the strategies within classroom practice across the school

ASG Key Strategic Priorities for Improvement

- Carry out ASG Moderation activities to develop shared standards, expectations and to improve aspects of learning and teaching.
- Development at ASG level of the programme of L1+2 for Early and First level in line with the L1+2 National Language Strategy