

## Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Greenbrae School

Head Teacher: Anna Royle



At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

Website/blog: <http://www.greenbrae.aberdeen.sch.uk/>  
twitter: @Greenbraeschool

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## Context of the school:

Greenbrae is a two storey co-educational, non-denominational school which is 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 with some being at the completion stage. The school roll is predicted to consistently grow in the coming years. Session 2016 17 saw the completion of a 2-storey extension to the school, comprising 9 classes this session (11 classes next session) and a gym hall. It was started in January 2016 and was completed in February 2017. During the summer of 2016 and into the new session , the internal area of the existing school was reconfigured and refurbished to accommodate an 80 place Nursery and 4 class areas.

In 2017/18 the school roll stood between 213 and 226. There was a 60 place Nursery at the beginning of the year. By the end of the year our Nursery roll went up to 80. The school had 9 classes, and a morning and afternoon Nursery class. There are 11 classes this session. The Senior Management Team, comprising a Head Teacher, Depute Head Teacher and Principal Teacher of Early Years, lead teaching and support staff. During Term 4 of session 2017/18 we were down a Depute Head Teacher for a month until we were able to recruit a new one. Support for Learning was in operation from August until April in the form of 2 days a week with sessions available for P1-7 in 45 minute slots for both Literacy and Numeracy. SFL is 2 days a week in session 2018/19 with one day allocated for the infants and one day allocated for the upper stages.

Our parents and pupils are encouraged to 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 and holding parental/community/pupil workshops when creating our new Vision, Values and Aims has meant that it reflects a shared set of beliefs. This has given all stakeholders ownership of this shared vision where we can work together to guide and inform what is on our improvement plan. 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. This helps to ensure that the learning experiences are relevant and exciting.

The ASG has been working closely this session on Numeracy moderation. This has focused on familiarisation of the new benchmarking documents whilst using evidence to agree on the standards collaboratively. This will continue next session with a focus on the Learning Intentions and Success Criteria and Moderation will be extended from Writing, Reading and Numeracy to Listening and Talking.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in March 2017. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/type-of-care>

**Free School Meal Entitlement**

1% of pupils Primary 4-7 registered to receive free school meals during session 2017/18

SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Greenbrae School ranges from 2 SIMD to 10 SIMD. In 2017/18, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation.

### Aberdeen City vision statement:

Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:

- Offers nurturing, relevant learning opportunities for all
- Strengthens the resilience of all
- Celebrates aspiration, ambition and innovation with all

### School vision statement:

At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

### School values and aims:

#### Values:

Honesty, friendship, determination, respect

#### Aims:

Working in partnership with staff, pupils, parents and the wider community we aim to:

- Create a welcoming, secure and nurturing environment for all
- Consistently provide innovative and stimulating approaches to learning and teaching
- Allow every child to feel included, valued and encouraged to achieve his/her full potential
- Have a happy, motivated and enthusiastic school community
- Celebrate the social and cultural diversity within our school
- Promote a high standard of behaviour and mutual respect throughout our school and wider community

The school aims were reviewed during session: 2016/17

The school aims will be reviewed during session: 2019/20

## Review of School Improvement Plan Progress 2018-2019

<b>Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• Planning, monitoring and tracking meetings has shown that all staff are using ACC curriculum progressions along with CFE benchmarks for planning and assessment of learning. Almost all staff feel more confident in the delivery of the curriculum using these along with using benchmarks to support moderation and professional judgement of a level.</li> <li>• Leaders of Learning groups have met regularly throughout the year and created and actioned project plans for Literacy, Numeracy, Digital Technologies and Health &amp; Wellbeing.</li> <li>• Almost all classes have had the opportunity to participate in stage/level topics with other classes. This has had a positive impact on both children and teachers.</li> <li>• All classes have undertaken enterprise topic this year with majority making links to world of carried out by most classes on Parents open afternoon. P7 class has started piloting 'My World of Work'. Feedback indicated that it was an extremely positive learning experience for children.</li> <li>• All teachers using new whole school context IDL plan. Collegiate time was spent in Term 3 reviewing suitability of these and they were adapted accordingly.</li> <li>• All staff have undertaken peer monitoring in Numeracy along with quality assurance methods by SMT.</li> <li>• Reading Wise was not used with targeted groups of children . Nesy and Toe by Toe were purchased and implemented by PSAs.</li> <li>• Moderation of writing jotters, observation of lessons and planning folders across the school has shown that the majority are using relevant and interesting contexts for teaching writing. Almost all are ensuring that a range of genres are covered throughout the year with all teachers using progression frameworks and benchmarks for planning, assessment and moderation.</li> </ul>	

- A minority of children are effectively using digital technologies to support writing.
- All Primary 1 and 2 teachers have attended training events around the Emerging Literacy approach and have been following this approach in their classrooms
- Primary 1 and 2 staff have also engaged in ongoing professional dialogue around Emerging Literacy at Network events across Aberdeen
- All Primary 1 children have completed the Phonological Awareness assessments upon entry to school, as well as the Pre-Writing assessments, and results have been used to inform next steps for pupils and to provide support. The same assessments were carried out throughout the year, and almost all P1 children were identified as having made significant progress.
- All Nursery and P1 parents were given the opportunity to learn more about the Emerging Literacy approach by attending Curriculum Meetings. Parents were also given information about how to support their children with Literacy at home. Results from feedback questionnaires, following these events, suggested that parents were pleased to be informed and would be using some of the resources.

#### Next Steps

- Continue to pilot My World of Work programme. Roll out into P4, P5 & P6
- IDL plans to be reviewed. Learners to have more influence in topics covered to promote more personalisation, choice and relevance. IDL will be focussed more around Higher Order Thinking Skills and use the children's 'big questions' to inform planning.
- Focus on the delivery and resourcing of Numeracy and Problem Solving. Look at additional/alternative Mathematics schemes which are more progressive and holistic with a view to worksheets only being used as a supplementary/consolidation resource.
- More focus on relevant and current contexts and topics for writing. Review of writing policy
- Digital technologies to be used more effectively to support children who find writing challenging.
- Plan Health and Wellbeing/creativity focus week early in Term 1/Term 3 with outside agencies involved
- Develop a whole-school approach to Emerging Literacy

<b>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<b>Pupil Equity Fund 2018-2019 Budget £ 3200</b>	
<p><b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b></p> <ul style="list-style-type: none"> <li>• All staff attended input from Inclusion Team on the creation of an IEP and Child's Plan. Content was not applicable to staff at this level and as a result staff are continuing to use current school IEP format.</li> <li>• Quiet room set up for children to access for SFL or Nurture. PEF funding used to purchase resources, furniture and sensory equipment. Groups of children regularly access this area and have positive experiences.</li> <li>• PSA employed to work with children with attachment issues and at high risk of exclusion.</li> <li>• Children not on track to achieve identified through tracking meetings and professional dialogue with teachers. Literacy and Nurture support groups set up by SMT, planned by CT and run by PSAs. PSAs given time to meet with CT to plan and report back progress. Most children have made improvements in these groups.</li> <li>• SFL teachers working with groups of children across the whole school.</li> <li>• Toe by Toe and Nesy resources purchased for children with dyslexic tendencies in P4-7</li> <li>• Reading Eggspress purchased by Parent Council for all children to support and extend reading and comprehension. Almost all children showing signs of growth in reading.</li> <li>• Package offered by Aberlour for high risk children not recommended by inclusion team.</li> <li>• Further Talk Boost resources purchased, to enhance link between school and home for those children participating in the Early Years. Completion of the pupil workbooks indicates contributions from parents/carers and links to the work carried out in school.</li> <li>• PSA created and organised activities to support those children participating in Talk</li> </ul>	

<p><b>Boost in class. Activities being used by class teachers to support children in their language development and link to weekly focus of Talk Boost sessions.</b></p> <ul style="list-style-type: none"> <li>● <b>Beginning and end Talk Boost assessments carried out by PSA to indicate the progress that has been made throughout the 10-week block. Feedback from pupils also indicates that they have enjoyed the sessions.</b></li> </ul>
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>● <b>Input on setting SMART targets on IEP and carrying out wellbeing assessment on Child's Plan.</b></li> <li>● <b>Individual profiling for all children – pilot roll out 2020/21</b></li> <li>● <b>Training for PSAs on autism, nurture/attachment and Emotion Works as recommended by EP and Dyslexia Outreach</b></li> <li>● <b>Continue with structured PSA and SFL support groups for targeted groups of children.</b></li> </ul>

<b>Improvement Priority 3: Improvement in children and young people's health and wellbeing</b>	
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**Impact and Evidence:**

**Next Steps**

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<b>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<p><b>Impact and Evidence:</b></p>	

<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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### Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

#### School

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

#### ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	5
3.2 Raising attainment and achievement	4

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

### Capacity for continuous improvement statement

**Our overall evaluation of the school's capacity for continuous improvement:**

- ❖ We are confident in our capacity for continuous improvement:
- ❖ We have a few concerns about our capacity for continuous improvement:

**Comment:**