



SQUIP 2025-26

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Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation	Self-Evaluation (ELC)
1.3 Leadership of Change	4	4
2.3 Learning Teaching & Assessment	4	4
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3.2 Raising Attainment & Achievement / Securing Children's Progress	4	4



Section 1: School Context (Guide 500 words)

Greenbrae School is situated on the north side of Bridge of Don. The local area provides a number of learning opportunities for our learners through local business connections, green spaces, local organisations and good local transport links, allowing our pupils to travel further. The catchment area is a mixture of local authority housing, rented accommodation and private developments. There is a new local authority housing development being built in the vicinity and, although not currently zoned for Greenbrae, has had a significant impact on the school roll and is likely to do so as we move into Session 2025-26.

In 2024/25, the school roll was around 377 pupils. The school building houses 12 classrooms, and a modular unit has now been installed in the school grounds, comprising a further two classrooms. There is an 80-place Nursery in the school building, following the 46-week model – 8am – 6pm. Over the past academic session, the library area of our school building has become our ‘Rainbow Room’ to support our learners with Additional Support Needs. There are currently between 4 and 8 pupils accessing this space throughout the day. In addition to this, there is also a small nurture room located next to the Head Teacher office, which can be accessed by all pupils across the school as needed.

The Senior Leadership Team comprises a Head Teacher, 2x Depute Head Teachers (0.6FTE/1.0FTE) and a Principal Teacher (1.0FTE). Currently, the Head Teacher role, the Principal Teacher role and the 1.0FTE Depute Head Teacher role are being filled in an acting capacity, with the two Depute Head Teachers sharing the role of Acting Head Teacher. Permission has been granted to recruit a further Acting Principal Teacher on a short-term secondment. The successful candidate should be in place by August 2025.

We have a consistent staff team with varied experience and strengths, both within school and ELC. A few of our teaching and ELC staff are with us on a temporary basis to backfill the acting roles and maternity leave. We have an active Parent Council and PTA, which are currently exploring the possibility of merging, and we have a very supportive parent body. All events taking place within our school community are well attended. We have a positive relationship with our local churches, with the minister regularly visiting for assemblies, and other volunteers working with our learners in a variety of contexts.



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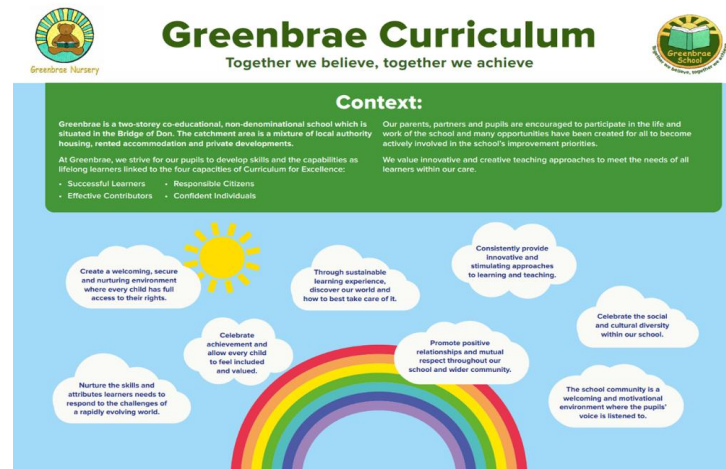
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Our school Vision, Values and Aims are detailed below and are due to be reviewed at the start of Session 2025-26. Our monthly whole-school OSCAR assemblies (Our School Can Achieve Results) are linked to the school values, allowing learners' achievements in these areas to be celebrated.



14.85% of learners Primary 6-7 were registered for free school meals in session 2024-25. This is an increase of 13.85% from session 2023-24

The SIMD profile (Scottish Index of Multiple Deprivation) profile for Greenbrae School ranges from 5 to 19.



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To support all learners and families within our school community, pre-loved uniforms are available in the school foyer, and within ELC, and have information readily available to support families with the cost of the school day.

Attainment Over Time

	TPJ	SNSA	TPJ	SNSA	TPJ	SNSA	TPJ	SNSA	TPJ	NSA	TPJ	NSA	TPJ	NSA
	18/19	18/19	19/20	19/20	20/21	20/21	21/22	21/22	22/23	22/23	23/24	23/24	24/25	24/25
Listening and Talking	92%	N/A	75%	Not completed - Covid	79%	N/A	78%	N/A	80%	N/A	87%	N/A	82%	N/A
Reading	83%	83%	70%		72%	59%	84%	88%	77%	78%	85%	71%	79.5%	88.3%
Writing	81%	N/A	70%		71%	N/A	83%	N/A	77%	N/A	82%	71%	77.5%	88.3%
Numeracy	89%	62%	88%		81%	68%	89%	83%	80%	76.8%	92.5%	68%	94%	79%
Listening and Talking	90%	N/A	78%	N/A	68%	N/A	73%	N/A	87%	N/A	82%	N/A	85%	N/A
Reading	79%	73%	67%	59%	66%	82%	73%	79%	85%	80.4%	77%	70.4%	82%	60.7%
Writing	76%	70%	56%	55%	63%	85%	61%	64%	70%	73.9%	61%	73.7%	82%	64%
Numeracy	74%	46%	56%	65%	59%	74%	67%	57%	85%	50%	72%	57%	82%	49%
Listening and Talking	88%	Not completed - covid	97%	Not completed - covid	81%	N/A	73%	N/A	80%	N/A	67%		83%	N/A
Reading	84%		82%		48%	68%	70%	87%	69%	79.4%	67%	84.8%	77%	67%
Writing	68%		77%		48%	72%	66%	76%	63%	73%	67%	78.8%	71%	65%
Numeracy	76%		77%		58%	61%	63%	60%	76%	80%	64%	75.8%	69.2%	56%

TPJ = Teachers Professional Judgement



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Section 2: Self-Evaluation Summary

HGIOS 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)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Good
HGIOELC QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the ELC setting and its community; Strategic planning for continuous improvement; Implementing improvement and change)			ELC Choose an item.
How well are you doing? What’s working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
Our Vision, Values and Aims continue to be embedded across the school community. Almost all learners are able to discuss these and conduct themselves in a manner that reflects them. Reflective tool linked to the school values has been created to support restorative conversations with learners across the school.	Vision, Values and Aims continue to be displayed across all classroom areas and communal areas of school for all stakeholders to reference. Increased number of OSCAR assemblies, linked to school values, continue to embed understanding of values among all learners. White tokens continue to provide opportunities for staff to identify where a learner has demonstrated the school values, contributing to the embedding of these across the school. Feedback from learners via discussions and assembly has indicated that learners are motivated by these tokens and are keen for them to continue.	Review Vision, Values and Aims with all stakeholders in August 2025. Implement reflective tool with learners across P1-7 as part of restorative process linked to school values.	
Time provided in WTA for Practitioner Enquiry. All teaching staff have engaged in Practitioner Enquiry based on a topic of interest or area of	Completed Google form from all teaching staff, indicating a chosen area for their practitioner enquiry, demonstrated that all staff had chosen a	Continue to provide hours within the WTA allocated to Practitioner Enquiry. Teaching Staff to identify a topic for this at the start of Session 2025-26, linked to SIP, and CPL activities	



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development related to their classroom practice or SIP.	<p>topic related to our School Improvement Priorities in order to improve outcomes for learners.</p> <p>Minutes from staff meeting detailing all teachers' feedback on their practitioner enquiry and the impact this has had on their learners highlighted that staff felt that it had had a positive effect on their practice and on their learners.</p>	<p>identified and provided to support this throughout the session.</p> <p>Continue to provide staff with opportunities to look outwards and visit other settings.</p> <p>Consider trialling a Book Club approach with teaching staff, focusing on a relevant professional reading text.</p>
<p>Leadership at all levels is actively encouraged within school and ELC.</p> <p>All teaching staff have the opportunity to contribute to school improvements by being part of Leaders of Learning groups.</p> <p>Learner/Family Friendly SIP created and shared with all learners and families to encourage a shared understanding of school improvements.</p> <p>A few pupil voice groups have met regularly and consistently across the year to contribute to school improvements and the wider community. These pupils have developed their leadership skills across a variety of areas including community involvement, sports activities, Road Safety and charity events.</p> <p>Views of the whole school community continue to be sought on areas for improvement and change.</p>	<p>The majority of staff have taken on increased leadership roles within the school to ensure improved outcomes for learners.</p> <p>Action plans from staff LOL groups evidence staff engagement in the improvement process and detail improvements made in a variety of curricular areas. These have been evident in almost all classes through SLT classroom observations.</p> <p>Learner/Family Friendly Improvement Plan displayed across all classes and shared in assemblies. Through pupil groups and class discussions, learners have been able to demonstrate an initial understanding of the purpose of school improvements.</p> <p>Google forms, feedback at Parents Evenings/Open Afternoons, Curriculum meetings and feedback survey allow all stakeholders to</p>	<p>Continue to link staff Leaders of Learning groups to School Improvement Priorities and build on progress made throughout session 2024-25.</p> <p>Involve Learners in the creation of Pupil-Friendly Improvement Plan.</p> <p>Continue to provide opportunities for learners to contribute to and lead on aspects of Improvement Priorities and capturing evidence (use of HGIOURS).</p> <p>Continue to seek creative ways to ensure the views of all stakeholders are sought.</p>



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	contribute to continuous improvement and change within school and ELC. Regular Parent Council meetings provide opportunities for the wider school community to contribute to school improvements.	
There is a growing sense of teamwork within ELC with most staff being proactive in evaluating the impact of improvements and working to make changes to improve outcomes for learners and their families. The majority of ELC staff have taken on leadership roles throughout the year, leading to improved opportunities for learners. This includes the introduction of PEEP sessions, Play on Pedals, Early Talkboost and Community Involvement.	Minutes from ELC meetings and INSET days demonstrate that most ELC staff can contribute to ongoing improvements, with the majority taking on a leadership role across a variety of areas. Responsibilities for different areas within the ELC environment supports all practitioners to implement change. SEYP/SLT monitoring has highlighted progress across the majority of areas of the ELC Improvement Plan and professional dialogue with practitioners has shown that most are confident in discussing improvement priorities.	Continue to consider ways for ELC staff to engage with colleagues across the ASG and other ELC settings to share best practice and make improvements for learners and their families. Develop leadership skills among ELC staff to support growing confidence in taking forward aspects of improvement plan and implementing change.

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Good
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of interactions; Effective use of assessment; Planning, tracking and monitoring)			ELC Choose an item.
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	



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Play approaches have developed across all P1-7 classes this session. Learners have regular opportunities to lead their own learning through Play Projects and free play activities indoors and outdoors.	All classes have used the Play Projects approach and all staff have reported increased engagement and enjoyment in learners throughout these opportunities. During classroom observations, the majority of learners are able to articulate learning taking place during play experiences. The majority of staff have shared and reflected on play experiences via Seesaw.	Play rationale to be agreed and implemented at all stages across the school and shared with parents/carers. Develop a tool for tracking learning across play experiences. More resources to be sourced to support the delivery of play-based learning both indoors and outdoors. Continued CPL opportunities to be identified/provided for all staff to develop their knowledge and understanding in this area.
Teacher knowledge of learner engagement has developed across all stages through planned CPL opportunities within school, as well as working closely with outreach services.	Classroom visits by SLT have shown evidence in the majority of classes of strategies being used from whole-school CPL, and partnership working, to increase engagement in learning.	Introduce a tool for tracking engagement across the school (ELC-P7). Increased use of the NA Toolkit and data gathered to ensure a shared understanding of quality learning and teaching across the school.
There has been an increase in use of Digital Technologies in the majority of classes to support teaching and learning. Digital Buddies group has been set up in Term 4 to support classes in the use of Digital Technology. Seesaw in use in all classes to support pupils with sharing their learning and achievements between home and school.	Classroom observations and feedback from learner discussion groups indicated that QR codes, Seesaw, Chromebooks, Google Suite and learning apps were being used independently to support learning for the majority of learners. For targeted groups and individuals, digital technology is used to support learners through interventions such as Read/Write Toolbar and Nessy.	Create guidelines/expectations for use of Seesaw across the school to ensure consistency for learners and their families and to continue to encourage the sharing of learning between home and school. Continued development of digital buddies scheme.



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<p>Almost all ELC staff have engaged in CPL opportunities within school to improve the learning environment and staff knowledge of the curriculum.</p> <p>Continued roll-out of the Curiosity Approach within ELC has led to improved opportunities for learners and the development of creativity and independence.</p> <p>ELC meetings and INSET days have been used to support staff and extend knowledge of planning for learning across the curriculum and ensuring pace and challenge across all learning opportunities.</p>	<p>Regular audits by the ELC team and SLT highlighted improvements in the learning environment and continued implementation of The Curiosity Approach.</p> <p>Minutes from staff meetings and INSET days evidence engagement in learning activities by most staff. Positive feedback from QA visits and LL visits have identified progress in these areas.</p> <p>Intentional and Responsive Planning formats and evaluations evidence continued improvements in planning for learning across the curriculum and the development of pace and challenge for all ELC learners.</p>	<p>Continue to implement The Curiosity Approach within ELC and develop staff knowledge and understanding of this.</p> <p>Continue to support ELC staff with planning and evaluation through staff meetings and CPL.</p> <p>Develop effective links across Early Level, between ELC and P1 to ensure continuity and progression across the level for all learners.</p>
<p>NSA and end of level assessments continue to be used at key stages to support professional judgement. This information is used alongside ongoing assessments to plan for future learning. This data is also used by SLT during Meeting Learners Needs and Tracking Meetings to identify strengths and any gaps in learning.</p> <p>All teaching staff participated in an ASG moderation project, focusing on Numeracy, to achieve shared expectations for each CfE level. All teachers engaged with in-school moderation tasks, across stages, focusing on Literacy and</p>	<p>MLN/Tracking meetings, carried out 3 times per year, show that almost all teachers make effective use of assessment data to plan for future learning.</p> <p>Pre-assessments are used in the majority of classes to support groupings within Numeracy and Reading. Pre-assessment/cold piece Writing tasks identifies areas of teaching focus in Writing in P3-7.</p> <p>Professional dialogue with staff has indicated that staff welcome opportunities to moderate across stages in school and as part of the ASG. They</p>	<p>Contents of Assessment folders to be reviewed in order to ensure consistency across the school.</p> <p>Assessment calendar to be updated to support staff understanding of expectations.</p> <p>CPL arranged for November INSET day focusing on Formative Assessment</p> <p>All teaching staff to engage in CPL around the analysis of NSA data and how this can be used to plan for learning.</p>



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Numeracy to develop a shared understanding of level achieved.	have indicated that this has increased their confidence in making judgements about achievement of a level.	Introduce assessments for White Rose Maths and Accelerated Reader.
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HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)		How would you evaluate this QI using the HGIOS?4/HGIOELC? Six point scale?	School Good
HGIOELC QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			ELC Choose an item.
How well are you doing? What’s working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
The creation of a family-friendly SIP, along with flowcharts to support restorative practice, has improved learners’ and families’ understanding of expectations within school.	Feedback from teaching staff and the Parent Council indicated that there is an increased awareness and understanding of the school improvement priorities. Through pupil groups and discussion groups, pupils have demonstrated their ability to talk about the school improvement priorities and the role they can play in bringing these about.	Increased pupil involvement in the creation of School Improvement Priorities through the use of HGIOURS. Continued use of the Pupil/Community-friendly SIP format.	
All staff have completed Maybo training and almost all have completed CCC training to improve their knowledge and understanding in order to support the wellbeing of all.	Staff attended Maybo training during INSET day. Those not in attendance were given time to complete at another time. Pre and Post CCC evaluation indicated that the majority of staff felt more confident in their knowledge and understanding of trauma-informed practice.	Ongoing review of school and ELC positive relationships policy to ensure that all stakeholders are aware of their roles within this. Continued CPL opportunities for all staff to support learners’ wellbeing.	



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	Current Positive Relationships Policy and strategies in place are in line with Maybo and CCC and inform a positive, relationships-based approach for all learners.	Investigate Keeping Trauma in Mind programme to use with staff to develop their knowledge and further inform their practice.
All class teachers have used the CIRCLE environment toolkit in order to ensure classroom environments support the emotional wellbeing of all learners.	Completed copies of Environment toolkit and SLT learning walks/classroom observations show changes to the environment within classes to meet the needs of learners in almost all classes.	Use of CIRCLE resource to be timetabled into school calendar to ensure consistency across the school.
ELC have had opportunities to build relationships with the majority of classes within the school through Friendly Friday activities and planned visits by classes to ELC.	Timetabled visits to Nursery and by ELC learners have ensured regular visits take place. Learning walks and observations by SLT have shown increased confidence in the majority of ELC learners when accessing the wider school environment. Observation of ELC-P1 transition visits by staff also showed increased confidence of learners when accessing their new classroom and engaging with school learners and staff.	Timetable planned visits and activities at the start of the session in August to ensure all ELC learners have the opportunity to take part. Review of Friendly Friday plan with learners across the school to gauge their views and implement any changes necessary.
A few ELC practitioners have engaged with Makaton training this session to support learners with communication and access to the curriculum.	SLT/SEYP observations and verbal feedback from ELC staff has shown that Makaton signs are embedded as part of the ELC routine. Makaton songs are also an embedded part of ELC Christmas and End of Year celebrations. Informal feedback from parents during Stay and Play sessions and other in-person events has highlighted that ELC learners are using Makaton signs at home to teach wider family members.	Makaton trained staff to continue to train other ELC staff members and continue to look for opportunities to embed this within ELC routines. Makaton trained staff to share knowledge with PSA and teaching staff to support ASN learners within the school community.

Commented [MS1]: Keeping trauma in mind?

Commented [ST2R1]: Thanks Mhairi - I have added this in as a next step.



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The creation of the Rainbow Room has allowed pupils with ASN to access an engaging and nurturing learning environment in order to support their needs. Liaison with outreach agencies has supported the provision of appropriate resources for this area.
Our Nurture Space continues to provide a calm and nurturing environment for all learners who may need it.

Pupils accessing the Rainbow Room are accessing individualised programmes of work. There are a range of sensory resources and carefully planned activities to meet individual's needs. MLN meetings and Child's Plan meetings have highlighted progress of learners accessing the Rainbow Room and Nurture Spaces.

SLT observations and feedback from PSAs and Teaching staff have indicated that there has been an increase in the number of learners accessing the Nurture Space through choice, using this space for restorative conversations with SLT or PSAs or for a quiet space to complete pieces of work.

Acting Principal Teacher recruited to start in August with extensive ASN experience to continue to develop Rainbow Room and opportunities for ASN learners
PT to further develop the knowledge and skills of PSA staff.

Consider ways that the use of this space could be further developed in order to support the wellbeing needs of all pupils.

Opportunities for Outdoor Learning have increased through the introduction of Outdoor Learning for NCCT.
All classes took part in an Outdoor Learning Week in May which had a positive impact on learners' wellbeing and engagement in learning.
The majority of teaching staff participated in an RME CPL activity which linked to outdoor learning, providing increased opportunities for learners to be outside across all areas of the curriculum.
The creation of an Outdoor Learning staff 'Leaders of Learning' group has resulted in the creation of resources and activity packs for staff and

All feedback from staff and almost all feedback from P1-7 learners has been positive about the introduction of Outdoor Learning for NCCT and also the participation in Outdoor Learning Week in May.
Classroom Observations and Planning Meetings has also shown an increase in the number of teachers planning for outdoor learning opportunities for their learners and learners being outdoors for an increased part of the school week.
Collated staff feedback results have shown that staff feel more confident in delivering outdoor

Outdoor learning resources and activity packs to be embedded and used across all classes throughout session 2025-26.

P7 Scotstown Moor collaboration with Glashieburn and the local ranger, focusing on local community and outdoor learning.



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<p>learners. This has led to most teaching staff providing increased opportunities for Outdoor learning.</p> <p>Within ELC, there have been increased Outdoor Learning opportunities for all learners through Play on Pedals, increased use of the school grounds and community walks.</p>	<p>learning and are keen to try out the new resources created by the Leaders of Learning group.</p> <p>Monitoring of Seesaw Learning journal observations and comments has shown that there has been an increased amount of outdoor learning opportunities for almost all learners in ELC (including Play on Pedals, community walks, Lighting Fires and use of the school grounds).</p>	<p>Embed Play on Pedals opportunities for all ELC learners.</p> <p>Continue to explore opportunities for outdoor learning across the wider community for ELC learners.</p>
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HGIOS QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners’ achievement; Equity for all learners)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Good
HGIOELC QI 3.2 Securing Children’s Progress (Progress in communication, early language, mathematics, health and wellbeing; Children’s progress over time; Overall quality of children’s achievement; Ensuring equity for all children			ELC Choose an item.
How well are you doing? What’s working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	
The introduction of White Rose Maths across P1-7 has contributed to increased attainment in Numeracy and Mathematics across P1, P4 and P7. In P1 almost all learners are on track or above. In P4 most learners are on track or above.	Collated staff feedback showed an increase from the start of the year, of teachers feeling more confident in challenging able learners to ensure pace and challenge as well as supporting less able learners. The majority of staff now feel confident in teaching new concepts in Numeracy with 63% evaluating themselves as very good and a few as excellent.	Further CPD to be arranged through White Rose to further develop our use of this resource. Bank of resources to be created to minimise planning time for staff. Training for PSA staff in aspects of White Rose in order to increase their confidence with supporting	



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In P7 the majority are on track or above.	<p>There is a robust tracking system in place with all partners to identify need and target support appropriately. Data shows that almost all learners have made progress in Numeracy from the start to the end of the year.</p> <p>Feedback from staff has also indicated that the new resource is engaging for learners and provides them with a deeper knowledge through challenge and problem-solving activities. m</p>	<p>learners, particularly within First and Second Level.</p> <p>Use of White Rose assessments to further improve teacher confidence.</p> <p>Consider implementation of streaming of Numeracy across some stages.</p> <p>New Numeracy Guidelines and expectations to be in place and shared with staff in August INSET for new session.</p>
In-school and ASG moderation activities have helped to support teachers to improve the reliability of professional judgement in Literacy and Numeracy.	<p>Collated feedback at the end of the block of moderation sessions indicated that there was an increase in staff confidence when assessing learners in Numeracy.</p> <p>Staff found collaboratively looking at each other's jotters valuable and welcomed the opportunity for professional dialogue.</p>	<p>Staff to attend CLPL around the analysis of NSA data.</p> <p>Continue to build in opportunities for more informal moderation opportunities such as 'jotter walks.' Groups to be mixed with year above and below as opposed to staying with own year groups.</p>
<p>Within ELC a new focused observation/Next steps grid has been created to ensure that all learners' progress is being recorded and appropriate next steps set.</p> <p>A new Es and Os tracker to support staff knowledge of the curriculum and to support tracking of learners progress has been introduced</p>	<p>SEYP monitoring documents highlight that almost all staff are using the focused observation/Next steps grid created. Seesaw observations are also showing an increase in appropriate next steps being set for learners by almost all staff.</p>	<p>Embed new Es and Os tracker created and shared in June 2025.</p> <p>Continue to use observation/next steps grid to ensure all learners progress is being recorded and tracked.</p>



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Key Quality Indicator	Self-Evaluation	Self-Evaluation (ELC)
1.3 Leadership of Change	4	4
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to the ELC team with a view to being rolled out in August 2025.		
Almost all ELC staff have attended in-school CPL meetings, focusing on curricular areas and planning. This has supported practitioners in providing more challenging learning opportunities within the ELC setting for all learners.	During staff meetings, almost all staff fed back that more regular staff meetings have helped to improve their knowledge and understanding of planning across the curricular areas. Monitoring of ELC learning environment by SLT has shown increased challenge through resources in most areas.	Embed new Es and Os tracker created and shared in June 2025. Continue with fortnightly staff meetings in ELC to support staff knowledge and understanding.

Section 3: Improvement Plan

Priority	Development of Leadership at all levels						
Context	ELC – P7						
Links to Quality Indicators	1.3 – Leadership of Change ELC Quality Framework: Leadership of Continuous Improvement						
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed</i>			
				or RAG			
				T1/2	T3	T4	



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Learners will have a clearer understanding of shared Vision, Values and Aims across all stages within school. Learners will benefit from increased opportunities to learn about the significance of our school values and their relevance to them. ELC Learners will benefit from the VVA characters being more visible within ELC and being used during focus time inputs.	<ul style="list-style-type: none"> - Make explicit use of values in day-to-day teaching and link to UNCRC - Focus on values at assembly (delivered by SLT) linked to monthly OSCARs - Review Vision, Values and Aims with all stakeholders to ensure a shared approach - Review of 'White Tokens' with Pupil Council linked to school VVA - ELC display to be more visible for children and used as part of focus times. Values to be linked to key articles from UNCRC 	<ul style="list-style-type: none"> - Almost all learners will demonstrate an increased awareness and understanding of the school VVA - Reviewed VVA will be created and displayed for all stakeholders - School/ELC rewards systems will continue to be aligned with the VVA 	<ul style="list-style-type: none"> - SLT, class teachers, PSAs - All stakeholders (Parents/carers, visitors to school) - Characters made for ELC 			
Learners will experience improved outcomes as result of teacher engagement in Professional Enquiry linked to school improvement priorities.	<ul style="list-style-type: none"> - Topics for professional enquiry identified at start of year, linked to SIP - ASN CPL activities offered to all staff, led by Acting PT - More explicit signposting of all staff to relevant CPL opportunities, linked to SIP 	<ul style="list-style-type: none"> - Professional dialogue with staff will demonstrate improvement in practice - The majority of staff to attend CPL activities offered in school - Increased attendance at CPL offers by all staff 	<ul style="list-style-type: none"> - SLT to signpost staff to CPL - Agreed book/topic for professional enquiry 			
Learners will experience increased opportunities for Pupil Voice, contributing to school improvement priorities	<ul style="list-style-type: none"> - Review of pupil leaders of learning groups to ensure that all pupils have the opportunity to participate 	<ul style="list-style-type: none"> - All learners will contribute to Pupil Leaders of Learning groups and 	<ul style="list-style-type: none"> - Class teachers and identified leaders of learning groups 			



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and taking ownership of leaders of learning groups.	<ul style="list-style-type: none"> - Pupil Council to be reinstated and use of HGIOURS to support school improvement - Digital Buddies to be continued 	therefore school improvements - Creation of family-friendly and pupil-friendly SIP	<ul style="list-style-type: none"> - Pupil council members and SLT 			
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Priority	Develop a consistent approach to Learning, Teaching and Assessment					
Context	ELC – P7					
Links to Quality Indicators	2.3 – Learning, Teaching and Assessment 3.2 – Raising Attainment and Achievement ELC Quality Framework: Learning, Teaching and Assessment Children's Progress					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started</i> <i>B- Barriers to Starting</i> <i>I - In Progress</i> <i>C - Completed</i> or RAG		
				T1/2	T3	T4
Learners will benefit from increased staff knowledge and understanding of assessment approaches and how these can be used to identify areas for improvement in learning.	<ul style="list-style-type: none"> - CPL on November INSET day on Formative Assessment - Whole school agreement on how we plan for and record assessment evidence. Revisit Assessment folders and assessment calendar. - Develop use of pre- and post-assessments in Literacy and Numeracy 	<ul style="list-style-type: none"> - Variety of assessment methods being used class visits by SLT - Assessment folders - Assessment calendar - Professional dialogue among teaching staff around strategies used and level achieved 	<ul style="list-style-type: none"> - NA Toolkit and CPL activities around this - INSET day speaker and materials 			



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	<ul style="list-style-type: none"> - Develop staff and learner understanding of NSA data - Increase opportunities for in school moderation activities prior to key times in the year (e.g. data uplift and reporting) - Embed new Es and Os tracker in ELC 	<ul style="list-style-type: none"> - Improvement in staff knowledge and understanding of NSA data and how to interpret 	<ul style="list-style-type: none"> - Jotters for moderation purposes - NSA CPL activities and data 			
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Learners will continue to benefit from a high quality, consistent approach to teaching and learning across ELC- Primary 7.	<ul style="list-style-type: none"> - review and updating of Literacy and Numeracy guidelines - review of mental maths progression - create Seesaw expectations for P1-7 - introduce RME progression and meta skills tracker - roll out of play rationale across all stages - NA Toolkit used in staff meetings and CPL opportunities to support high quality learning, teaching and assessment across all stages - develop closer links between ELC and P1 to ensure consistency across Early level - development of a tool for tracking engagement in learning and play experiences - continued roll out of the Curiosity Approach within ELC and introduce to Primary 1 - Further CPL opportunities with a focus on play pedagogy - Continue with fortnightly ELC staff meetings focusing on Curriculum and observation/assessment 	<ul style="list-style-type: none"> - Clear policies and guidelines to support progression and consistent learning and teaching will be followed by all teaching and ELC staff - All teaching staff will be using Big Maths progression to teach mental maths - The NA Toolkit self-evaluation forms will identify increased consistency in both practitioner and learner responses - Shared planning meetings between ELC and P1 - Improved play experiences for learners in P3-7 - Increased staff knowledge and understanding of the Curriculum and observation cycle in ELC 	<ul style="list-style-type: none"> - NA Toolkit and self-evaluation forms - Big Maths resources and training - Staff Leaders of Learning groups - Attainment data - SLT classroom visits and work sampling - Education Scotland observation guidance 			
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Learners will benefit from increased engagement from parents/carers through being more informed about their progress in learning.	<ul style="list-style-type: none"> - Implementation of new homework guidelines created at the end of last session - increased sharing of learning on Seesaw to show evidence of pupil progress. - Implementation of new Seesaw expectations in P1 -7 to ensure consistent approach across the school. - Events for parental engagement planned in school calendar. 	<ul style="list-style-type: none"> - SLT quality assurance of Seesaw will show that Seesaw expectations are being followed consistently by all staff and will demonstrate an increased engagement from the majority of parents/carers - Increased engagement in homework tasks linked to teaching and learning in class 	<ul style="list-style-type: none"> - Seesaw learning journal - Optional CPL for staff around use of Seesaw tools 			
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Priority	Ensuring Wellbeing, Equality and Inclusion					
Context	ELC – P7					
Links to Quality Indicators	3.1 – Ensuring Wellbeing, Equality and Inclusion ELC Quality Framework: Nurturing, Care and Support Wellbeing, Inclusion and Equality					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B - Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
Learners will benefit from increased staff knowledge and understanding around the provision of universal and targeted supports within the classroom.	<ul style="list-style-type: none"> - Acting PT to audit existing supports in all classes - Acting PT to support teaching and PSA staff with the creation of consistent visuals and support tools to be available in every classroom area - Staff will continue to participate in CPL to further support the range of needs within our school 	<ul style="list-style-type: none"> - All classrooms will use the same visual supports and will have the same support tools available for learners - Staff will feel more confident in understanding and supporting the needs of neurodivergent learners 	<ul style="list-style-type: none"> - Funding for classroom supports - Acting PT - Relevant CPL activities 			
Learners will benefit from increased staff knowledge and understanding of wellbeing and trauma-informed practice.	<ul style="list-style-type: none"> - Further staff CPL activities focusing on restorative approaches - Revisit Positive Relationships Policy - Improve staff knowledge on trauma through training opportunities, such as Keeping Trauma in Mind 	<ul style="list-style-type: none"> - Improved relationships between learners and PSAs - Decrease in reactive behaviours in the playground 	<ul style="list-style-type: none"> - Mind Up resource - Emotion Works resource - Teacher with responsibility 			



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	- Explore MindUp programme/Emotion Works for use in classrooms	- Improved mental health and wellbeing of learners and staff	for Nurture support - Keeping Trauma in Mind CPL sessions (Education Scotland)			
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