

Standards and Quality Report

Session: 2025-26

Greenbrae School

Aberdeen City Council



1. Purpose of this Report

This **Standards and Quality Report (SQR)** provides parents, carers, partners and stakeholders with a clear summary of:

- The context of our school
- Our achievements and progress during the session
- The impact of our School Improvement Plan (SIP)
- Our self-evaluation using *How Good Is Our School?* (4th edition)
- Our improvement priorities for the session ahead

The report reflects robust self-evaluation, stakeholder engagement and evidence-based judgements in line with **HGIOS 4, National Improvement Framework (NIF)** priorities and **Aberdeen City Council** guidance.

2. Context of the School

Greenbrae is one of five primary schools within the Oldmachar Academy ASG in Bridge of Don. The school currently has 14 classes, two classes at each stage, totaling 398 learners across P1-7. These learners are accommodated in 12 classrooms within the school building and 2 classrooms in a modular unit at the rear of the school. Within our ELC there are currently 71 learners registered. Whilst most learners live within walking distance of the school and within the immediate catchment area, ongoing housing developments in Bridge of Don continue to influence our roll and we continue to experience an increasing number of out-of-zone applications.

95% of our learners are within SIMD deciles 7-10, 1 learner in decile 6 and 1 in decile 3. 4.1% of learners are still awaiting a SIMD rank. We have 45 learners who receive Free School Meals, 2 care experienced learners, and 8 learners who have English as an Additional Language (2%). Our PEF funding for this session is £14751 and this has been used to resource targeted interventions such as Nessy and Reading Eggs to improve attainment in literacy for our PEF learners, and to contribute towards the provision of an additional PSA to

support learning. 23% (64 ASN, 27 Dyslexia) of our learners have an identified additional support need.

The senior leadership team within Greenbrae School currently consists of a Head Teacher, a Depute Head Teacher (0.6FTE) and an Acting Principal Teacher (1.0 FTE). An additional Depute Head Teacher (1.0 FTE) and permanent Principal Teacher are currently being recruited with a view to being in place early in session 2026-27. The school benefits from a large, dedicated staff team who are deeply committed to our learners, their families and the wider community, and we take pride in our positive, nurturing ethos.

Our school Vision, Values and Aims—developed collaboratively with our community during session 2021/22—centre on providing a safe, happy and nurturing environment where all learners are empowered to achieve their full potential. Our values of Honesty, Empowerment, Achievement, Resilience, Tolerance and Respect (HEART) underpin our ethos, policies and procedures, and are celebrated at our monthly OSCAR assemblies and displayed throughout the school. These Vision, Values and Aims are scheduled for review in August 2026 to ensure they remain current and meaningful for our whole school community.

3. Vision, Values and Aims

Our Vision:

As a Rights Respecting School, we will work together to provide a safe, happy and nurturing environment. We will adopt a collaborative culture where all learners are creative, empowered and enabled to achieve their full potential.

Our Values:

Honesty

Empowerment

Achievement

Resilience

Tolerance & Respect

Our Aims:

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

- create a welcoming, secure and nurturing environment where every child has full access to their rights
 - consistently provide innovative and stimulating approaches to learning and teaching
 - celebrate achievement and allow every child to feel included and valued
 - have a happy, motivated and enthusiastic school community where the pupil voice is listened to
 - celebrate the social and cultural diversity within our school
 - through sustainable learning experiences, discover our world and how to best take care of it.
 - nurture the skills and attributes learners need to respond to the challenges of a rapidly evolving world.
 - promote positive relationships and mutual respect throughout our school and wider community
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4. Progress on School Improvement Plan Priorities

School Improvement Priority 1: Development of Leadership at all levels

Linked NIF Priorities:

- Placing the human rights and needs of every child and young person at the centre of education;

HGIOS 4 Quality Indicators/ELC Quality Framework

- 1.3 Leadership of Change
- ELC Quality Framework: Leadership of Continuous Improvement

What did we plan to improve?

Our aim was to ensure that all learners developed a clear and consistent understanding of the school's Vision, Values and Aims across all stages, with

increased opportunities to explore their meaning and relevance in their daily school experience. In addition, we sought to strengthen opportunities for pupil participation by extending Pupil Voice, enabling all learners to contribute to school improvement priorities and take on leadership roles through Leaders of Learning groups and lunchtime clubs. All teaching staff were encouraged to engage more fully in leadership opportunities, both within the school and across the wider local authority, to support collaborative improvement.

What actions did we take?

- Review of all Staff and Pupil Leaders of Learning groups in line with school improvement priorities to ensure all staff members and learners had the opportunity to contribute to school improvements.
- Reintroduction of Pupil Council to include learners from all classes across Primary 1-7. HgiOURs used to support meeting agendas and discussions around school improvements.
- Continued focus on School Vision and Values at whole school and departmental assemblies, linked to more regular OSCAR awards (Our School Can Achieve Results) in order to increase awareness, understanding and relevance for all pupils.
- Within ELC, values were made more child-friendly for our younger learners and more visible, linked to their class charter and used as part of focused learning times to increase awareness and understanding.
- All teachers engaged in a collaborative professional enquiry task, focusing on improving teaching and learning within the classroom, linked to 'Power Up Your Pedagogy' by Bruce Robertson.

What impact has this had on learners?

- The majority of P1-7 learners demonstrated increased leadership skills, confidence and sense of responsibility through participation in Leaders of Learning groups, leading to greater engagement in school improvement. This was evident in whole school awareness activities and class activities that were organised by each group.
- Strengthened pupil voice, with all learners having opportunities to contribute their views and ideas and to take part in decision-making processes across the school. Feedback from groups of pupils, during our HMIE inspection and through Pupil Council Meetings, identified that those pupils spoken to and the classes they represented, felt that their views and ideas were now contributing to change and improvement.
- Within P1-7 classes, most teachers reported increased engagement in learning due to changes in teaching approaches as a result of their collaborative professional enquiry.

- Within our ELC, the majority of learners have an increased awareness and understanding of our school values and their relevance to their day-to-day experiences within Nursery. This was evident during observations of focus times and through informal conversations with both staff and learners.

How do we know?

(Evidence)

- Staff and pupil engagement in Leaders of Learning groups has increased, leading to increased contributions from all to school improvement planning.
- Feedback from staff and pupil surveys during our HMle Inspection (January 2026) indicates that teaching staff and P4-7 learners feel involved in shaping school improvement priorities.
- Awareness days, whole-school activities, and pupil-led clubs have enhanced learner engagement, leadership, and wellbeing across ELC to Primary 7.
- Classroom observations and pupil focus groups have indicated there is increased consistency in teaching and learning approaches as a result of teachers' professional enquiry project, leading to improvement outcomes for all learners.

What are our next steps?

- Review of school Vision, Values and Aims in Session 2026-27 with all stakeholders to ensure that they remain relevant and meaningful to our school community.
- Further develop and embed Leaders of Learning groups to ensure all learners continue to have opportunities to contribute to, influence and lead aspects of school improvement.
- Senior Leadership team to work with all staff and learners to ensure an accurate understanding of Article 12 of UNCRC and their obligations within this, as well as identifying ways to improve pupil voice and participation across the school.
- Continue to embed a consistent Professional Enquiry approach for all teaching and ELC staff, maintaining a clear focus on improving the quality of teaching and learning within classrooms.

HGIOS 4 Evaluation:

- ☐ Excellent ☐ Very Good ☒ **Good** ☐ Satisfactory ☐ Weak
- Judgement made following feedback from HMle during inspection (January 2026) and also audit of improvement priorities with whole staff team (May 2026).

School Improvement Priority 2: Develop a consistent approach to Learning, Teaching and Assessment

Linked NIF Priorities:

- Improvement in achievement, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS 4 Quality Indicators/ELC Quality Framework

- 2.3 – Learning, Teaching and Assessment
- 3.2 – Raising Attainment and Achievement
- ELC Quality Framework – Learning, Teaching and Assessment and Children's Progress

What did we plan to improve?

Our aim was to enhance consistency and quality in learning and teaching by developing staff knowledge and understanding of effective assessment approaches across ELC to Primary 7. We planned to strengthen the use of assessment to inform professional judgement, enabling staff to identify gaps in learning more accurately and respond with targeted support to improve learner progress and attainment. A key focus was to ensure that assessment information was being used effectively to support planning, differentiation and next steps in learning.

We also aimed to ensure that all learners experience a high-quality and consistent approach to teaching from ELC through to Primary 7. This included the continued development of shared expectations, effective pedagogy and collaborative approaches among staff, ensuring continuity and progression in learning. Through this, we sought to improve learners' experiences, engagement and outcomes across all stages.

We wanted to strengthen partnerships with parents, carers and families by improving communication about children's progress in learning. By providing clearer, more regular and accessible information, we aimed to increase parental engagement and understanding, empowering families to better support learning at home. Collectively, these actions were intended to support improved outcomes for learners through a more cohesive, informed and collaborative approach to learning, teaching and assessment.

What actions did we take?

- Collaborative CLPL sessions during November and February INSET days to support staff knowledge and understanding on assessment processes and strategies
- Review of school assessment calendar to ensure consistency across Primary 1-7
- Roll out of new curriculum tracker within ELC to support staff knowledge and understanding of learner progress within Es and Os.
- Continued roll out and embedding of Curiosity Approach within ELC and introduction within Primary 1 to enhance transition experiences and to encourage creativity and independence in learning within early years
- Review of Literacy and Numeracy guidelines to ensure clarity of expectations and consistency across stages
- Sharing of Play Rationale across all stages to support challenging and creative play experiences for all learners
- ELC Staff meetings focused on Curriculum, Observation, Assessment and Planning for learning to enhance staff knowledge, understanding and confidence
- Parental Engagement events planned in school calendar at start of the year
- Creation and implementation of Seesaw guidelines and expectations to ensure a consistent approach in sharing learning and progress across the school, including pupils' learning reflections

What impact has this had on learners?

- The majority of learners across Primary 1-7 demonstrated a clearer understanding of their progress in learning and identified next steps, through pupil discussion in classes and through learning reflections on Seesaw.
- There is increased consistency in learning experiences across most classes in school, resulting in clearer expectations for learners and improved confidence of teaching staff around meeting national expectations in Literacy and Numeracy.
- The majority of learners in ELC and Primary 1 demonstrated increased confidence, independence and creativity in learning as a result of the continued implementation of the Curiosity Approach and a stronger emphasis on high-quality play pedagogy.
- Within ELC, almost all learners are beginning to experience more responsive and individualised support, with improved tracking and

assessment approaches leading to more appropriate pace and challenge in learning and identification of next steps.

- Transitions between stages are becoming more effective, particularly from ELC to Primary 1, with learners demonstrating increased confidence, continuity in learning approaches and readiness for the next stage.
- Through Seesaw, the majority of learners are increasingly able to identify their learning and achievements, demonstrating improved reflection and understanding of their progress. There is an increase in engagement in learning from parents/carers and families through the use of Seesaw to share progress.

How do we know?

(Evidence)

- Observation and monitoring by SLT identified increased engagement with Seesaw by all ELC and teaching staff and all learners. It also highlighted an increase in engagement by the majority of families across ELC to Primary 7, leading to improved home-school links and sharing of learning experiences.
- Classroom observations and pupil discussion groups identified increased consistency in the teaching of Literacy and Numeracy in almost all P1-7 classes.
- Feedback from staff through staff meetings and survey results identified that there was increased confidence in the use of assessment strategies by the majority of teaching staff, following CLPL activities during INSET days.

What are our next steps?

- Creation of Curriculum Rationale for early years to ensure it fully reflects the need for high-quality play experiences to support curiosity, creativity and independence.
- Review and strengthening of learning environments in ELC, Primary 1 and Primary 2. Provide opportunities for staff to learn from colleagues across the wider local authority and to engage in appropriate CLPL activities focusing on Play Pedagogy and Curiosity Approach.
- Improve opportunities for outdoor learning across the school.
- Creation of whole-school progression for Mental Maths to further develop consistency and appropriate pace and challenge across stages.

- Continued CLPL opportunities focusing on Learning, Teaching and Assessment (Northern Alliance Toolkit, Professional Enquiry focus)
- SLT to continue to develop tools to track progress and achievement of individuals and groups of learners, evaluating the impact of any targeted interventions. Further develop tools to track data over time for all learners.
- Creation of assessment folders with staff to further support the collection of data across the school and how it is used to provide appropriate support and interventions for learners.
- Creation of whole school learning and teaching policy to identify features of highly effective lessons, involving all staff and learners in this process.

HGIOS 4 Evaluation:

- ☐ Excellent ☐ Very Good ☐ Good ☒ Satisfactory ☐ Weak
- Judgement made following feedback from HMle during inspection (January 2026) and also audit of improvement priorities with whole staff team (May 2026).

School Improvement Priority 3: Improve wellbeing and inclusion for all learners.

Linked NIF Priorities:

- Improvement in children and young people's health and wellbeing

HGIOS 4 Quality Indicators/ELC Quality Framework

- 3.1 – Ensuring Wellbeing, Equality and Inclusion
- ELC Quality Framework – Nurturing, Care and Support, and Wellbeing, Inclusion and Equality

What did we plan to improve?

Our aim was to strengthen staff knowledge and understanding of both universal and targeted support to ensure that all learners receive the appropriate level of challenge and support within an inclusive classroom environment. We planned to develop consistent approaches to identifying and meeting individual needs, enabling all staff to respond more effectively to barriers to learning and to provide timely, targeted interventions. Through this, we aimed to ensure that all learners, including those requiring additional

support, experience equity in access to high-quality learning and are supported to achieve their full potential.

We also aimed to enhance staff knowledge and understanding of wellbeing and trauma-informed practice to better support the diverse needs of our learners. This included developing a shared understanding of how adverse experiences can impact learning, behaviour and relationships, and equipping all staff with strategies to respond in a nurturing, supportive and inclusive manner. Through these approaches, we planned to improve learners' wellbeing, engagement and readiness to learn, ensuring that all children feel safe, respected and supported within the school environment.

What actions did we take?

- Audit of existing supports across all classes. Creation of staff Leaders of Learning group focusing on Support for All to evaluate what was already in place and plan for improvements
- Ongoing CLPL for all teaching and support staff to equip them to further support the range of needs within our school
- Acting PT worked with all teaching and support staff to create consistent visuals for every classroom area in order to support all learners
- Reviewed and updated Positive Relationships policy, following feedback and suggestions from staff and learners.
- All staff undertook Maybo and Keeping the Promise training in order to further understand and support the varying needs of all learners.
- Emotion check-ins were further developed in every classroom to ensure time to discuss with all learners and ensure confidentiality and dignity

What impact has this had on learners?

- Relationships across the school have strengthened, with the updated Positive Relationships policy contributing to a more nurturing, respectful and inclusive ethos, where all learners feel listened to and valued.
- The majority of learners demonstrate improved emotional awareness and regulation, supported by the consistent use of emotion check-ins, which provide regular opportunities to share feelings in a safe, respectful and dignified manner.
- Incidents of dysregulation are more effectively managed, as the majority of staff increasingly use consistent approaches and de-escalation strategies, resulting in more positive outcomes for almost all learners and reduced disruption to learning.
- A minority of learners are beginning to benefit from more predictable and supportive learning environments, with the introduction of consistent visual supports helping to improve understanding,

independence and communication, particularly for those with additional support needs.

- The majority of learners have experienced more consistent and inclusive support across all classrooms, with universal strategies and targeted interventions more effectively meeting a wide range of needs. This has resulted in improved access to learning and increased confidence for those learners requiring additional support.

How do we know?

(Evidence)

- Classroom observations and learning walks conducted throughout the session demonstrated that the majority of learners were engaged, settled and able to access learning experiences successfully within their classes
- Feedback gathered from Pupil Council meetings throughout the session indicated that pupils felt safe, respected and included within the school community. The majority of learners reported that trusted adults were available to support them when required. Also, during discussions with HMIE inspectors, pupils demonstrated a clear understanding of the school's values and spoke positively about the support available to help them succeed in their learning and wellbeing.
- Ongoing monitoring and evaluations by SLT indicated that inclusive practices and targeted supports had increased opportunities for learners with additional support needs to learn alongside their peers and participate fully in school life.

What are our next steps?

- Implementation of reviewed Positive Relationships Policy
- CLPL for teaching and support staff provided by Educational Psychology service to further support restorative practice and emotional regulation (Restorative Practice, Emotion Coaching, Seasons for Growth)
- Consistent support tools/regulation stations to be created and resourced for all classroom areas in order to provide further support tools for all learners.
- Consider use of a well-being scale (e.g. GMWP) in order to measure learners' mental and emotional wellbeing and the impact of interventions
- Further support PSAs to manage emotional dysregulation and restorative practice within the playground
- Implement newly created Reflection Tool with learners

HGIOS 4 Evaluation:

- ☐ Excellent ☐ Very Good ☒ **Good** ☐ Satisfactory ☐ Weak
 - Judgement made following feedback from HMle during inspection (January 2026) and also audit of improvement priorities with whole staff team (May 2026).
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5. Progress Against National Improvement Framework Priorities

(Short evaluative section)

Excellence in Learning and Teaching

During this past academic session, our school focused on improving learning and teaching through a professional enquiry approach looking at developing high-quality, evidence-informed teaching approaches within the classroom. All teachers worked collaboratively to improve consistency in learning and teaching, with a particular focus on assessment, high-quality feedback and appropriately challenging learning experiences. As a result, the majority of learners have benefited from more engaging and inclusive learning environments, clear next steps for improvement and increased opportunities to take ownership of their learning. Looking ahead, the school will review existing guidelines and expectations for learning and teaching to continue working towards greater consistency in learning and teaching across all stages, and to ensure high-quality learning experiences for all.

Equity and Closing the Attainment Gap

Across this session, our school has maintained a strong focus on closing the attainment gap for learners affected by socio-economic disadvantage. Targeted interventions, alongside high-quality universal provision, have supported identified learners to overcome barriers to learning and make improved progress. As a result, there is evidence of increased engagement, confidence and participation, and improved attendance, with a few learners demonstrating improved attainment in key areas of literacy and numeracy. Senior leaders and teaching staff continue to develop skills in using data effectively to identify needs and track progress, ensuring that support provided is responsive and impactful.

Children and Young People's Health and Wellbeing

Across the session, children's health and wellbeing has remained a key priority at Greenbrae, with a strong focus on developing a nurturing, supportive and inclusive environment for all learners. As a result, most children reported feeling safe, respected and valued within the school community during our HMle inspection in January 2026. There is evidence of improved emotional awareness and resilience, supported by consistent approaches such as well-being check-ins, positive relationships and targeted interventions. Learners are demonstrating increased confidence in sharing

their views and managing their emotions, particularly those learners who regularly access our Nurture and Rainbow rooms, contributing to improved engagement, attendance and readiness to learn. Staff continue to work collaboratively and engage in relevant CLPL to ensure that wellbeing continues to be embedded across all aspects of school life, supporting positive outcomes for all children. An area for development next session is to support PSA staff to effectively manage emotional dysregulation and friendship disputes outside in the school playground.

6. Attainment and Achievement

Curriculum for Excellence Levels – end of session 2025/2026

- **Early Level (end of P1) Level Achieved:**
Reading – 79% Writing – 75% Numeracy – 89%
- **First Level (end of P4) Level Achieved:**
Reading - 71.2% Writing - 71.2% Numeracy – 80%
- **Second Level (end of P7) Level Achieved:**
Reading – 71.7% Writing – 60.4% Numeracy – 71.7%

Our most recent ACEL data indicates that attainment across the school is generally stable, but with stronger performance in Numeracy than in Literacy. P1 attainment remains a relative strength across all areas, particularly in Numeracy where outcomes are consistently high (around the high 80% range). At P4, recent data shows improving trends in Numeracy and a gradual recovery in Reading and Writing, although attainment remains variable. At P7, there is evidence of improvement in Reading and Numeracy in the most recent results, suggesting recovery from earlier dips; however, Writing continues to be less consistent and remains a key area for development. Overall, the data highlights positive recovery and improving trends in Numeracy, alongside greater variability in Literacy—particularly in Writing and in the upper stages—indicating the need for continued focus on consistency, progression and targeted support in this area.

Wider Achievement

Across session 2025-26, learners have benefited from an increased range of opportunities to achieve and celebrate success both within and beyond school. All pupils have taken on leadership roles through groups such as the Pupil Council and Leaders of Learning, as well as taking on individual roles such as playground leaders, house captains and Sports Captains. A smaller number of our older learners have also volunteered to lead a variety of lunchtime sports clubs for our younger learners, supported by our PE teacher and a few additional staff members. They have developed their confidence, their sense of responsibility, ability to plan and their teamwork skills.

Participation in these lunchtime clubs, as well as Basketball and Hockey after school clubs has been high, contributing to improved wellbeing, engagement and sense of belonging. Many of our learners have also achieved success in sport, dance, theatre and music through competitions, performances and wider community involvement, with achievements regularly recognised and celebrated through whole-school celebration assemblies. There has been an increase this session in the number of out-of-school achievements being shared from home via Seesaw, as well as an increase in certificates, medals and awards being brought in to show SLT. Our learners demonstrate pride in their achievements, contributing positively to the wider life and ethos of the school.

7. Pupil Equity Funding – Summary of Impact

PEF funding this session has had a positive impact on learners' attainment, engagement and wellbeing across the school. Targeted Literacy interventions, including Nessy and Reading Eggs, have supported identified learners in Primary 4-7 to overcome barriers to learning, resulting in increased confidence and improved Literacy skills. Our PEF funding has also contributed towards the provision of additional PSA hours, which has strengthened support for learners across all stages, ensuring that emotional and well-being needs are met effectively. The availability of a well-staffed Nurture space has enabled pupils to regulate their emotions, maintain engagement in learning and access appropriate support during social times (including break times and lunch times), contributing to improved readiness to learn.

8. Partnerships and Parental Engagement

At Greenbrae School, the view of parents/carers and families are gathered through a range of approaches including online surveys, informal feedback, parental engagement events and digital communication platforms. We operate an open-door policy and encourage parents/carers to come directly to the school or to communicate via phone call or email if they have any worries, concerns or feedback. This has supported meaningful engagement and has strengthened home-school partnerships. As a result, parents/carers fed back during our recent HMle inspection that they felt there had been an improvement over the past session in this area and that they felt comfortable to approach the school. Families have also fed back verbally that they feel better informed and more able to support learning at home through the roll out of Seesaw across the school and planned in-person events. We work effectively with a range of community and third-sector

partners, providing a range of wider experiences and targeted supports to enhance and support learning, promote inclusion and improve outcomes for learners and their families. Recently, our Parent Council and PTA have merged to become one body – our Parent Forum – and continue to plan events for our school community and seek the feedback and ideas of all parents/carers.

9. Capacity for Continuous Improvement

Greenbrae School continues to demonstrate a strong capacity for continuous improvement through the ongoing development of robust and reflective self-evaluation processes, which are becoming embedded across all levels of the school. Staff and pupils are actively involved in leadership opportunities, contributing meaningfully to school improvement priorities and fostering a shared sense of ownership and responsibility across the school community. As a leadership team, we are at the early stages of developing tracking tools to gather and analyse data so that we can improve and adapt approaches and interventions to meet the evolving needs of our learners. As a result, there is a high level of confidence in the school's ability to sustain improvement and continue to enhance outcomes for all learners, which was reinforced by inspectors and reflected in our recent HMIE report.

Head Teacher: Shona du Plessis

Date: June 2026