**Burray Primary School**

**Improvement Plan**

**2021/22**

**Including North Ronaldsay**







**Introduction**

Burray Primary School continues to grow rapidly. 2020/21 saw our PT begin her maternity leave and a change in the P1/2 job share. We have now grown to 62 children including the Nursery. During the last 12 months, Burray has also included North Ronaldsay as a ‘satellite’ school. This means North Ronaldsay are using our policies and procedures and Burray undertakes all management and admin tasks. 2020/21 was also heavily impacted by the ongoing pandemic and we had another period of school closure. Many of the procedures that we have had to alter to minimise the risk of infection are still in place, therefore some school routines and developments have been disrupted. Despite this, we have a clear direction of travel to follow and our development priorities are strategic and unambiguous.

This School Improvement Plan incorporates North Ronaldsay. Where specific points relate to North Ronaldsay, these will appear in blue.

**National Improvement Framework**

In January 2016 the Scottish Government published the National Improvement Framework (NIF) for Scottish Education. In response to this we produced our own Burray Improvement Framework (appendix 1) which states that we will ensure we work towards the four priorities of the NIF.

* Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing;
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

We will use the NIF drivers for improvement to help focus our school priorities and to ensure we are meeting the key priorities of the NIF.



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| **Priority: 1** | **Community Engagement** | **HGIOS4 QI 3.1** |
| **NIF priority:****Reminder of the NIF priorities - Everyone in Scottish education should be working towards:**  Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children;  **Improvement in children and young people’s health and wellbeing;**  **Improvement in employability skills and sustained, positive school leaver destinations for all young people.** | **NIF Driver/s:*** **School Leadership**
* Teacher Professionalism
* **Parental Engagement**
* Assessment of Children’s Progress
* **School Improvement**
* Performance Information
 |
| **Outcomes for learners** | **Identified responsibilities** | **Implementation strategies/Methods of change** | **Measures of Success** | **PEF funding allocation (if relevant)** |
| Look for opportunities to involve parents and the local community in the school to promote a sense of belonging. Utilise local expertise for the benefit of the children.Engage parents in active curriculum developments so they can invest and be involvedReinstate our ‘Family Club’ events | All Staff | * Parent information evening/s in term 1. Virtually or face to face (COVID dependent) (All teaching/nursery staff - Term 1)
* North Ronaldsay ‘opening’ event. We haven’t yet been able to celebrate with the community due to COVID guidance. Can we have an outdoor picnic at the beginning of the year? (Teaching Staff Term 1)
* Plan and reinstate a series of ‘Family Club’ sessions. Bring in North Ron remotely. (Steve/Shereen Term 2)
* Parents’ session on Sounds Write (Steve/Shereen/Helga Term 2)
* Return to school events if possible. Christmas Concert, MacMillan Afternoon Tea, Sports Day, Family Club etc…( All staff)
* Seek feedback from the Family Learning Inspection from 2020 (SA Term 2)
* Involve North Ron community in the developments from the Learning through Landscapes fund. (HS Term-Ongoing)
* North Ron community involved in the tree planting from Woodland Trust. (HS Term 1 and 2)
 | Increased opportunities for family engagementIncreased opportunities for community engagement | n/a |

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|  **Priority: 2** | **Attainment – Core Curriculum Development** | **HGIOS4 QI 2.2, 2.3** |
| **NIF priority:****Reminder of the NIF priorities - Everyone in Scottish education should be working towards:**  **Improvement in attainment, particularly in literacy and numeracy;** **Closing the attainment gap between the most and least disadvantaged children;**  Improvement in children and young people’s health and wellbeing; and  **Improvement in employability skills and sustained, positive school leaver destinations for all young people.** | **NIF Driver/s:*** School Leadership
* **Teacher Professionalism**
* Parental Engagement
* **Assessment of Children’s Progress**
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 |
| **Outcomes for learners** | **Identified responsibilities** | **Implementation strategies/Methods of change** | **Measures of Success** | **PEF funding allocation (if relevant)** |
| Increased literacy attainment in Early and First levelsConsolidation of the Sound Reading SystemDeveloping a coherent structure for numeracyReforming our approach to IDLExpanding IT provision to enhance curriculum | HT, PT and all Teaching Staff | * Sounds Write training for any new staff arriving (SA, Ongoing)
* Rgular Sounds Write reviews and planning sessions to ensure coherence across all primary levels (SA, SL ongoing)
* Consolidate resources (SL,KA,MC ongoing)
* Review and develop existing Numeracy planners to create a coherent ‘core’ progression (SA, SL and Class Teachers. Ongoing)
* Creative whole school ‘IDL’ topics that move away from traditional resource based subjects (SA, SL and Class Teachers. Ongoing)
* Explore and develop effective planning methods through the course of the year. Start with current structure and review regularly (All Teaching Staff – Ongoing)
* Discuss with IT department the purchase of laptops/tablets for Burray and a smart board for NR. (SA, SL, HS)
 | Regular Parallel spelling tests to monitor the success of SWMonitor other literacy/numeracy assessments and tracking to ensure pupil progressFocus on children with support needs/CECYP/ and the P3 cohort. Can we close the gap for these pupils?Are we seeing more creative and child led experiences within our IDL topics? | PEF to be used to train any remaining staff in Sounds Write and any resources attached to the core curriculumLimited PEF for learning related IT expenses |

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|  **Priority: 3** | **Assessment and Tracking** | **HGIOS4 QI 2.2, 2.4 & 3.1** |
| **NIF priority:****Reminder of the NIF priorities - Everyone in Scottish education should be working towards:**  **Improvement in attainment, particularly in literacy and numeracy;** **Closing the attainment gap between the most and least disadvantaged children;**  **Improvement in children and young people’s health and wellbeing;**  Improvement in employability skills and sustained, positive school leaver destinations for all young people. | * **NIF Driver/s:**
* School Leadership
* Teacher Professionalism
* Parental Engagement
* **Assessment of Children’s Progress**
* **School Improvement**
* **Performance Information**
 |
| **Outcomes for learners** | **Identified responsibilities** | **Implementation strategies/Methods of change** | **Measures of Success** | **PEF funding allocation (if relevant)** |
| Full implementation of the BGE Tracking Toolkit to fully replace previous tracking spreadsheetsTeachers create a more comprehensive view of each child’s attainment and progress and can therefore plan learning more effectivelyEvery child to be assessed using a nationally standardised assessment to give context | All Teaching Staff. Particular responsibility to co-ordination and oversight will fall to the head teacher and the two principal teachers (Burray and North Ron) | * Tracking Toolkit to be completed in November, February, April and June (SA and Teaching Staff)
* Creation of a ‘Cycle of Assessment’ to guide teachers as to appropriate times for assessment and available resources (SA & SL Term 1)
* ALL SNSA assessments complete in October/November (SA and Teaching Staff)
* Creation of a second ‘Assessment Event’ at the beginning of term 4 to complement SNSA (SA and Teaching Staff)

Continuation of our development of all aspects of the moderation cycle to ensure that our assessment and tracking informs planning (SA and Teaching Staff) | All staff confidently using the level descriptors to describe progress and achievement.Clear correlation shown between teacher judgements and results on standardised assessmentsPlanning to reflect evidence from tracking | Use PEF to purchase and carry out either InCAS or SOFA assessments in term 4Approx: £400 |
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|  **Priority: 4** | **COVID recovery / Outdoor learning** | **HGIOS4 QI 1.1, 1.2, 1.3 & 2.7** |
| **NIF priority:****Reminder of the NIF priorities - Everyone in Scottish education should be working towards:**  Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children;  **Improvement in children and young people’s health and wellbeing;**  **Improvement in employability skills and sustained, positive school leaver destinations for all young people.** | * **NIF Driver/s:**
* School Leadership
* Teacher Professionalism
* **Parental Engagement**
* Assessment of Children’s Progress
* **School Improvement**
* Performance Information
 |
| **Outcomes for learners** | **Identified responsibilities** | **Implementation strategies/Methods of change** | **Measures of Success** | **PEF funding allocation (if relevant)** |
| Identifying gaps in attainment and progress due to COVID related disruptionReturning to usual routines and events that benefit childrenImplementing and sustaining successful strategies arising from the COVID experienceExpanding our outdoor learning and play facilitates  | All staff, parents and children | * Scrutinize tracking data to identify those who have not made expected progress or cohorts who have been particularly impacted by COVID disruption (SA and Teaching Staff)
* Work with SfL Teacher to implement appropriate support (SA, SS and SL)
* Explore a return to ‘normal’ school routines which allow for greater collaboration and sense of togetherness (All Staff)
* Continue Seesaw and utilise remote technology where appropriate to enhance learning and communication (All Staff)
* Develop outdoor equipment and learning spaces, particularly at North Ron. (SA & HS)
 | Closing gaps in attainment.Decrease in COVID measures which hinder the ability for pupils to mix and socialiseIncreased capacity for outdoor learning across both settings |  |
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**Burray & North Ronaldsay Primary School ELCC**

**Improvement Priorities 2020/21**

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| **Themes** | **Action Required** | **Deadline** | **Person(s)****Responsible** |
| **2.2 Curriculum****2.3 Learning, teaching and assessment** **3.3 Developing creativity and skills for life and learning****3.1 Ensuring wellbeing, equity and inclusion** | **Outdoor Learning*** Continue the development of our outdoor spaces
* Explore the purchase of equipment and resources for North Ronaldsay
* Utilise Ellen’s expertise after her Forest Schools training across both settings
* Explore fund-raising for a polycrub at Burray.
 | Complete by the end of the year | Vicky Duncan, Ellen Rendall,Daryl MacLeod Steve Arnold |
| **2.3 Learning, teaching and assessment**  | **Tracking and Monitoring*** Develop the use of the traffic light system for tracking
* Regular meetings to visit tracking and cover the Early Level Benchmarks
* Utilise information to inform planning
 | Ongoing | Vicky Duncan, Ellen Rendall,Daryl MacLeod Steve Arnold |
| **Leadership of change** | **Management Structure*** Plot out regular events during the year to visit various improvement priorities.
* Monthly cycle of self-evaluation. Termly with manager.
* Set up an email system so that information and developments from the Early Years team is forwarded directly to the lead practitioner.
* Consider moving staff meetings so manager can attend cluster meetings
* Greater role for PTs to support Nursery
 | Ongoing | Vicky Duncan, Ellen Rendall,Daryl MacLeod Steve Arnold |
| **3.2 Securing Children’s Progress** **3.1 Ensuring wellbeing, equity and inclusion** | **Community Links*** COVID restrictions dependant, explore chances to re-engage families with our nursery settings.
* Look for opportunities to bring parents in to look at learning and participate in play.
* Explore wider community links and look for opportunities to use local expertise/facilities
* Engage community in fund-raising for resources
 | Ongoing | Vicky Duncan, Ellen Rendall, Steve Arnold |

***APPENDIX 1 (6 PAGES)***

**BURRAY PRIMARY SCHOOL IMPROVEMENT FRAMEWORK**



 **MAY 2** 

**Vision Values and Aims**



***A place to belong, a place to grow***

* North Ronaldsay Community School aims to provide an outstanding environment for all children within our community regardless of cultural or economic background. All members of our school community, especially the children, must feel safe, secure, valued and nurtured. We are entirely inclusive. We are a community in every sense of the word and we rely on each other.
* We never lose sight of the whole child. North Ronaldsay Community School should be the ideal platform for children to become productive, happy and well-rounded people. Children should leave us armed with an open mind, a sense of ambition and potential and an understanding that the world is a wonderful place.
* Safe, Kind and Ready are our three school rules. We expect every member of our community to treat one another with kindness and understanding at all times.
* We strive to build the four capacities outlined in the Curriculum for Excellence. Our children should become successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum is ambitious, challenging, creative and engaging. We focus on the individual learner and their needs and do everything we can to support each child. Strengths are recognised and celebrated.
* At North Ronaldsay Community School, family comes first. We seek to create opportunities for families to be directly involved in each child’s journey through our school.

**What is the Burray Primary School Improvement Framework?**

Our Improvement Framework aims to improve attainment and outcomes for all children in Burray School and to build on good practice already evident in our school. It will ensure that the provision in our school is constantly improving and that the children in our care are equipped with the skills they need for life, learning and the world of work. It has been created following a detailed self-evaluation exercise using the quality indicators from ‘How Good Is Our School 4’. This process included input from staff members, pupils and parents.

**What will it mean for pupils, staff members and parents?**

**Pupils will:**

* have staff members who ensure they learn, progress and are provided with the support they need;
* have the opportunity to give their views on their learning and their school;
* have opportunity to participate actively in determining next steps in their learning.

**Staff members will:**

* make judgements about children’s progress using a range of methods;
* design quality learning experiences influenced by judgements;
* actively seek to develop and enhance skills and professional knowledge.

**Parents will:**

* be given information about their child’s progress throughout the year and how they can support them in their learning;
* have the opportunity to give their views on their child’s learning and their school.

**What will we use to help us in our improvements?**

The following documents and organisations will be used to help in our improvements:

* Curriculum for Excellence
* How Good Is Our School 4?
* How Good Is Our Early Learning and Childcare?
* The National Improvement Framework
* Education Scotland
* The General Teaching Council (Scotland)
* Orkney Islands Council
* NHS
* Partner agencies
* Stakeholders

**National Improvement Framework**



**(From The National Improvement Framework Pg 7)**

We believe that children must be central to our Improvement Framework and we adhere to the drivers of improvement set out in the National Improvement Framework, linked directly to the quality assurance frameworks of ‘How Good is Our School 4 and ‘How Good is Our Early Learning and Childcare’:

**School Leadership**

(HGIOS 4 QI 1.1 – 1.5 Self-evaluation for self-improvement, Leadership of learning, Leadership of change, Leadership and management of staff and Management of resources to promote equality)

**School Improvement**

**Teacher Professionalism**

**Assessment of Children’s Progress**

**Parental Involvement**

(HGIOS 4 QI 2.1 – 2.7 Safeguarding and child protection, Curriculum, Teaching, learning and assessment, Personalised support, Family learning, Transitions and Partenerships)

**Performance Information**

(HGIOS 4 QI 3.1 – 3.3 Ensuring wellbeing, equality and inclusion, Raising attainment and achievement and Increasing creativity and employability)

**SCHOOL LEADERSHIP**

* engage with the Framework for Educational Leadership when it becomes available in 2017;
* continue to provide opportunities for staff members to be involved in leadership within the school;
* determine clear definitions for leadership responsibilities for all;
* ensure everyone in the wider school community is involved in the school improvement process.

**SCHOOL IMPROVEMENT**

* regular broad and cyclical self-evaluation using the quality indicators in ‘How Good Is Our School 4’ and ‘How Good Is Our Early Learning and Childcare’;
* write annual School Improvement Plans linked to the National Improvement Framework and school seven year improvement overview;
* report annually on attainment using summative and standardised assessment data;
* regularly analyse attainment over time using standardised methods and moderated teacher judgement.

**TEACHER/STAFF PROFESSIONALISM**

* engage in professional learning activities provided locally, nationally and as determined by the individual’s personal action plan and the service and school’s improvement agenda;
* keep records of professional learning on the GTCS Professional Update site;
* set annual targets/goals during Professional Review and Development meetings.

**ASSESSMENT OF CHILDREN’S PROGRESS**

* engage with standardised assessments when they are introduced in 2017;
* continue use of standardised assessments to monitor and track children’s progress over time to identify next steps;
* keep robust records of progress in pathways of learning which will be discussed regularly with children.

**PARENTAL INVOLVEMENT**

* engage parents in annual self-evaluation programme about the life and work of the school and the school improvement agenda;
* ensure parents have opportunities to be involved in life and work of the school;
* engage with work of Parent Council and PTA;
* support families as they learn together.

**PERFORMANCE INFORMATION**

* produce annual Standards and Quality Report to report on school improvements;
* continue to use self-evaluation exercises to identify areas of strength and areas of development;
* report performance information to parents, wider school community and Education Service Management team.

***APPENDIX 2 (1 PAGE)***



 Burray Primary School Working Time Agreement 2021/22

|  |  |  |
| --- | --- | --- |
| Activity | Time Allocation (hrs) | On-site? |
| Class contact timeTeaching | 22.5 | Yes |
| Playground Duty Rota | 20 | Yes |
| Personal time (mainly classroom prep) | 7.5 | Yes |
| Totals | 30 |  |
| Remaining time | **195** hours (5 hrs x 39 wks) |  |
| Activity | Time Allocation (hrs) | On-site? |
| Staff meetings (including curriculum development, moderation sessions and administration) | 20 x 1.25 = 25 | Yes |
| Learning Journeys | 20 | Not always |
| Assessing and evaluating | 20 | Not always |
| Tracking progress  | 20 | Not always |
| Forward planning | 30 | Not always |
| Consultation/ collegiate working | 15 | Yes |
| Communication with parents including parents evenings, letters, additional meetings | 15 | Not always |
| PRD/CPD planning meeting | 2 | Yes |
| School trips/ excursions planning, preparation and risk assessing | 12 | Not always |
| School performances | 10 | Yes |
| Flexibility, including after school activities | 6.5 | Not Always |
| Total Allocated | 195 |  |

Agreed and Signed:

Head Teacher

Teacher