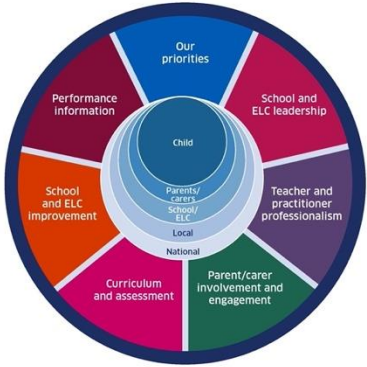**Shapinsay Community School**

Standards and Quality Report 2022-23

and

School Improvement Plan 2023-24

Contents

National and Orkney Islands Council (OIC) Local Priorities

The Scottish Government's vision for education in Scotland:	NIF drivers of improvement in the outcomes achieved by children and young people are:	Scottish Attainment Challenge (SAC):
The Scottish Government's vision for education in Scotland: • Excellence through raising attainment and improving outcomes. • Achieving equity. [Key priorities of the National Improvement Framework:](#) • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy.	**NIF drivers of improvement in the outcomes achieved by children and young people are:** • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information. 	**Scottish Attainment Challenge (SAC):** [Scottish Attainment Challenge: framework for recovery and accelerating progress.](#) [Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change. **SAC Organisers:** • Learning and teaching. • Leadership. • Families and communities.
OIC National Improvement Framework Plan. 3 main themes: • Health and wellbeing. • Learning and teaching. • Self-evaluation.	**OIC Children's Services Plan.** Priorities for 2021-23: • Mental health and wellbeing. • Overcoming disadvantage. • Care and protection. • Equality and empowerment. • Options and opportunities.	**OIC Community Plan** 4 priorities: • Connectivity. • Sustainable recovery. • Community wellbeing. • Partnership workforce development and planning.

Standards and Quality Report 2022-23.

The context of the school:

Shapinsay School is a community school which serves the island of Shapinsay. The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways. The school is organised into 2 primary classes (P1 – 4 and P5 – 7) and the Nursery. At June 2023, the school roll was 5 children in Early Learning and Childcare, and 18 in Primary.

Vision:	**Values:**
Shapinsay School is committed to working together with the wider community so that Shapinsay is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).	Safe, Respectful, Hardworking.
Aims:	**Curriculum Rationale:**
1. To provide a broad and balanced education which is accessible to all. 2. To provide each child with the opportunity to reach their potential. 3. To use a range of appropriate and effective teaching and learning methods. 4. To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens. 5. To provide a safe, secure, and stimulating environment for pupils and staff.	Children are taught in mixed aged classes and are taught according to their abilities and needs. Children are taught in a variety of ways, in order to make the curriculum relevant. The personal and social development of our pupils is of prime importance, and we encourage children to become independent thinkers and learners who respect the needs and views of others. Our curriculum is structured to ensure that children have opportunities to acquire core skills and develop the ability to use them in a variety of contexts. Literacy, Numeracy, and Health & Wellbeing underpin all areas of the curriculum and many learning opportunities are developed through cross curricular learning.

How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1:

To ensure that progression pathways in all curricular areas are clear across the school. To improve the tracking and assessment gathered.

Data/evidence that informs this priority:

In May 2022 the school had a recovery visit from HMI. At this visit, it became clear that although children are attaining well and receiving a rich learning experience, our tracking the children's progress does not always include the right information, and that our progression pathways need to be made clearer to learners to allow maximum progress.

Overall evaluative statement:

Attainment and achievement in almost all organisers of Literacy and Numeracy remain at 100%, with almost all children achieving the level at or before the expected stage for all curricula areas. Curriculum pathways are now clearer for all curricula areas and staff are more confident in using them to track children's progress in Literacy and Numeracy. This includes identifying where children are likely to achieve the level early and providing further challenge where needed. As a result, the majority of children are achieving the level early. The tracking of Health and Wellbeing is now more robust with children having a greater understanding of their own wellbeing.

Next steps:

Continue to develop use of HQAs as part of ongoing assessment. Continue to develop use of Wellbeing Indicators and look at increased use of the Leuven Scale with staff to track children's engagement.

NIF Key Drivers: School and ELC improvement; Curriculum and assessment.	**HGIOS4 QIs:** 2.2 Curriculum; 2.3 Learning, Teaching, and Assessment; 3.2 Raising attainment and achievement.

Outcomes for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
All primary children will make progress, with almost all pupils achieving the national benchmarks, and some achieving those early, aiming for 37% of school to achieve the level early in at least one organiser.	Termly meetings looking at BGE attainment of every child. A proforma was created to log interim measures taken. Health and Wellbeing tracking was a focus, with whole schoolwork done looking at the Wellbeing Indicators.	BGE toolkit. Trackers. SNSAs and SOFAs. SEEMiS. Leuven Scale. Tracking proforma.	Children's progress is more closely monitored, with children identified who may be achieving a level early. As a result, children are able to make better progress. Children's understanding of Health and Wellbeing is at a deeper level, following work looking at the wellbeing indicators.

			The target of 37% of children achieving a level early was exceeded in every area.
	Created Literacy and Numeracy High Quality Assessment (HQA) for each level termly. Used QAMSO training from HT to do this. HQA to be kept in progress folders. Continued use of digital technology to support learning.	Assessments show children's progress through a level clearly. Increased staff confidence in use of HQA, demonstrated through self-evaluation.	Children's progress is better seen through HQAs in their progress folder, with children involved in evaluating their own progress against success criteria. HQAs are part of ongoing learning in class and form part of the learning and assessment cycle.
Ensure that the curriculum taught follows coherent pathways for all learners in P1 – 7.	Used NA Numeracy and Maths progression, including all resources used in school, to track progression. Bring together all curriculum pathways already being used for all areas into one document. Develop learning in the use of Wellbeing Indicators so that children and parents understand them and can use them confidently.	Numeracy progression and curriculum progressions show clear pathways for learners.

Increased confidence in understanding the Wellbeing Indicators demonstrated through baseline assessment and then ongoing self-evaluation with pupils. | Progressions are in place for all curricular areas. As a result, children have clearer pathways and next steps are more clearly identified. The use of the Wellbeing Indicators means that children have a greater depth of understanding of their own wellbeing and has enabled more targeted support to be put in place where needed. |

SCHOOL IMPROVEMENT PRIORITY 2:

To improve attainment in Listening and Talking in the BGE.

Data/evidence that informs this priority:

In December 2019, the published ACEL showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in TPJ and the assessment and moderation process. The current evidence for Listening and Talking across the authority shows that there is still a lack planned assessment within learning and teaching and therefore evidence to determine the levels that learners achieve in the BGE.

Overall evaluative statement:

Shapinsay School continues to maintain 100% of pupils achieving Early, First and Second Level at or earlier than the expected stage. As a result of the professional learning for teachers, pathways and approaches used for Listening and Talking are now leading to a more skills-based approach. Children can now identify different roles in Listening and Talking and are confident in taking on these different roles. This is turn is leading to increased confidence in both staff and children in the development of Listening and Talking, and confirmation of levels of achievement.

2019 LA targets: P1 – 89%; P4 - 87%; P7 – 88%; P1,4,7 combined 88% and S3 – 3rd 93% and 4th 59%
2021 LA results: P1 – 85%; P4 – 81%; P7 – 87%; P1,4,7 combined 84% and S3 – no data
2021 number of schools reaching LA targets: P1 – 53%; P4 – 47%; P7 – 63%; S3 – no data

Shapinsay School had 100% of children achieving the level in 2021-22. We would aim to increase the number of children achieving the level early over the 2022-23 session, and to develop the school's progression pathways for Listening and Talking.

Next steps:

Continue to develop children's understanding of their next steps in Listening and Talking. Develop use of questioning when listening to the presentations of other pupils.

NIF Key Drivers: 2, 4, 5, 6	HGIOS4 QIs: 2.2, 2.3, 3.2	CIQF: 1.3, 4.1

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Practitioners' confidence in teaching, planning, and assessing L&T will increase. LA: Attainment in L&T will improve for learners across P1-S3 and for all CfE levels.	Shapinsay teachers participated in an authority-wide programme for improving the learning, teaching, and assessment of Listening and Talking. This included professional development and reading, looking at the skills needed for oracy.	• P&A data in SEEMiS. • SNSAs. • SOFAs. • Practitioner confidence levels – NM will do baseline evaluation.	Children are increasingly confident with listening and talking roles and are able to articulate their thoughts according to their roles. Children are more able to evaluate their Listening and

	Teachers took part in trios with teachers from other Orkney schools to plan and moderate Listening and Talking at the appropriate levels for their class.	• Pupil voice - baseline on their own evaluation of their strengths and their next steps. • Termly assessment and moderation activities. • Anecdotal evidence from practitioners. • Feedback from QAMSOs.	Talking against shared success criteria and beginning to identify next steps. Children are more confident in giving presentations about their learning.

ELC IMPROVEMENT PRIORITY 1:

To have effective self-evaluation leading to improvement in the ELC.

Data/evidence that informs this priority:

The staffing in ELC has changed, with a new-in-post Early Years Lead Practitioner, and a soon to be appointed Early Years Practitioner. The self-evaluation cycle has been created, with links made to HGIOELC and the Quality Framework. The new ELC team now need to work on an effective and manageable way of self-evaluating using the different criteria. The self-evaluation will also identify next steps for ELC.

Overall evaluative statement:

A more robust system for self-evaluation is now in place and in use, led by the Early Years Lead Practitioner. Self-evaluation then feeds into the ongoing planning cycle for the Nursery and into tracking of the pupils' progress. Some self-evaluation has taken place with pupils and parents.

Next steps:

Ensure new staff are familiar with and becoming more confident with self-evaluation, and that this feeds into planning and children's learning. Continue to work on self-evaluation with parents, possibly including different ways to capture parents' views.

HGIOELC QIs: 1.1 Self-evaluation.	**National Care Standards:** 4.1 – The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.

Outcome for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
Learners' needs are able to be identified and actioned through effective self-evaluation.	Explored ways of making self-evaluation using different documents manageable. Used the self-evaluation cycle and adapted as needed. Used direct feedback, observations.	Regular self-evaluation is taking place. There is a clear link between self-evaluation, planning and children's learning. Practitioners feel confident self-evaluating.	A programme is now in place for self-evaluation which includes use of HGIOELC and Care Inspectorate Quality Indicators. This self-evaluation feeds into planning for pupils needs, which means that pupil's achievement can be more easily seen. Staff are becoming more confident with self-evaluation, but this needs further development with some new staff now in place.

Parents and pupils are involved in self-evaluation in ELC.	Explored ways to self-evaluate with pupils and parents. Ensured that voices of stakeholders are captured.	Pupil and Parent Voice can be seen through self-evaluation records.	Pupils in the Nursery are included through a floorbook approach to capturing their learning, which feeds into self-evaluation. Parents have been included in self-evaluation of HGIOELC at Parent Council meetings, and parents have been invited to add their comments to self-evaluation at stay and play sessions. This has not been successful so we have now put out a survey to parents asking for how they would prefer to be involved in self-evaluation. We will then use that information to communicate with parents in their preferred way.

ELC IMPROVEMENT PRIORITY 2:

To enhance the Literacy and Numeracy experiences within Early Learning and Childcare.

Data/evidence that informs this priority:

The staffing in ELC has changed, with a new in post Early Years Lead Practitioner, and a new Early Years Practitioner. The new ELC team now need to work on an effective and manageable way of planning a range of experiences across Literacy and Numeracy, making sure that children's individual needs are met, and that good progress is made by all.

Overall evaluative statement:

Literacy and Numeracy are visible in children's folders and in planning, with links made between them. The Early Years Lead Practitioner has explored different ways of recording planning and adapted where needed. Tracking meetings with the EYLP and Headteacher show that children are making progress in their learning and are achieving well in Literacy and Numeracy.

Next steps:

Ensure that new staff are familiar with planning approaches. Look at planning and observations of Health and Wellbeing and ensure that these are captured in children's folders.

HGIOELC QIs: 1.2 Leadership of Learning; 2.2 Curriculum; 2.3 Learning, Teaching, and Assessment; 3.2 Securing Children's Progress.	**National Care Standards:** 2.2 - The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support individual children's development and learning focussed on active learning through play.

Outcomes for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
All children experience a breadth of learning in Literacy and Numeracy, with clear progress demonstrated for all.	Re-evaluated planning systems, ensuring there was a mix of adult led and child led experiences. Regular planning meetings planned between ELC team and teacher of P1-2 children to plan shared experiences. Planning was flexible, responsive and provided opportunities for children to follow their interests, while allowing practitioners to move their learning forward.	Early Learning and Childcare Securing Children's progress to monitor children's progress through Early Level. Children's folders demonstrate clear links between observations, planning and learning stories. All children's progress in ELC can be clearly seen through range of observations in learning folders. HT to work with Early Years Practitioners to develop the use of	Due to staff changes, planning has been led by the Early Years Lead Practitioner. Links can be made between observations of children, planning and self-evaluation. Literacy and Numeracy can be seen clearly in children's learning folders, with all children making progress with their learning. Songs and stories are used to develop children's phonological awareness. Literacy

	Monitored planning and learning journeys to ensure progression. Audited environment to ensure optimal literacy and numeracy opportunities, indoors and outdoors. Practitioners took part in available training (e.g. with EY team and early years course). Self-evaluation and moderation of planning, tracking and learning folders took place termly.	phonics in the Nursery, through songs and play.	and Numeracy in the indoor environment are used well, with some development in the outside learning spaces. Children are able to use these resources and areas to support their play.

Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Ongoing, specifically termly.	Daily discussion. Staff meetings.	ScIP. Self-evaluation. PEF.	• Staff feel able to take leadership of ScIP priorities. • New staff able to become part of team very quickly. • Staff confident with identifying strengths and next steps. • All staff have shared sense of wellbeing for and expectations of children.
Learners:	Ongoing.	Daily discussion. Pupil groups. Self-evaluation sessions.	Self-evaluation. ScIP. Target setting by groups and individuals.	• Children from P2 upwards more confident in pupil groups, and all have a voice. Pupil groups are all having real impact on the school, and this is shared with parents and the community. • Children are able to identify things the school is doing well, and things that could be better through self-evaluation activities. • Children are becoming more aware of their own achievement and attainment.
Parents and carers:	Termly Parent Council. Weekly letter. Seesaw ongoing.	Parent council meetings. Seesaw. Newsletter.	Self-evaluation. ScIP. Sharing learning.	• Parents feel that the school supports children well, and that children's needs are catered for. • New families feel welcomed to the school. • Parents feel that they have an understanding of their child's progress. • Parents feel part of their children's learning through regular Seesaw updates, although we have been unable to use this recently. We are exploring an affordable way to use Seesaw again. • Nursery parents are invited to Stay and Play sessions each month.

Community and other stakeholders:	Monthly Shapinsay Sound. Monthly Community Association meetings.	Informal discussion. Island newsletter. Community meetings.	Sharing ScIP progress. Shared priorities following pandemic.	• The community feel the school is at the heart of the community and have awareness of what the school is doing through the "Shapinsay Sound". • There is regular consultation going on between the school, kirk, Shapinsay Development Trust, and Shapinsay Community Association. This allows for shared priorities such as the development of sports clubs. • The school invites people from the community in to share in and support learning where this is appropriate.

Summary of attainment for 2022-23:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:				
Writing:				
Listening & Talking:				
Numeracy:				

General statement:

All children achieved the appropriate level for their age and stage. This is consistent with previous years. A significant number of learners achieved the level early.

We are monitoring when children achieve these levels, as it is expected to be before the end of P1, 4 and 7.

Due to the low numbers of children at each stage, percentages have not been added.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School and ELC Priority 1: To provide high quality learning and teaching across the whole school from Nursery to Primary 7.

ELC Priority 2: To ensure that all new staff in Early Learning and Childcare are familiar with the planning and observation cycle for children's learning.

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer).
- Evaluation at Parent Council meetings.
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using HGIOS?4, HGIOURS?, HGIOELCC?, National Care Standards.

SCHOOL AND ELC IMPROVEMENT PRIORITY 1:

To provide high quality learning and teaching across the whole school from Nursery to Primary 7.

Data/evidence that informs this priority:

Children in Shapinsay School attain well. However, we want to make sure that our classrooms are inclusive for the needs of all children, and that staff can best meet the needs of children with neurodivergences.

Children attain well in maths, with the majority achieving the level early. However, learners are not always confident in applying strategies when problem solving. Children are also less confident with timed mental maths questions. Self-evaluation with staff demonstrates that while staff are confident with most areas of maths, problem solving skills are not always planned in a consistent way.

While Literacy and Numeracy are evidenced and planned for well in the Nursery classroom, Health and Wellbeing is not captured in the same way. We want to ensure that the Health and Wellbeing is fully planned for and evidenced in the Nursery.

Children in P1 – 4 already experience opportunities for play throughout the school day. However, we want to build on this to make sure that the play opportunities are well planned for, and that the learning environment supports this. We also want to ensure that this is measured to ensure that children's attainment continues to be good.

NIF Key Drivers:		HGIOS4 QIs:	
Outcomes for learners:	**Approaches/Interventions:**	**Measures:**	**Impact:**
All children will receive high quality learning and teaching that is inclusive and meet their needs.	Staff CPD through in-service and research into inclusive practice. Work with other professionals to support children with neurodivergences. Ongoing self-evaluation into classroom practice. Continue work with individual children through Childs Plans on individual needs.	Pupil attainment data, particularly for those with additional support needs and/or neurodivergences. Lesson observations highlight things that are working well. Child's Plans show different strategies being used to support individuals. Staff CPD records and self-evaluation demonstrates increased confidence.	

	Whole school awareness of inclusive practice. 2 further staff to be trained in SoundsWrite. Use of Circle Resource with staff.	Pupils are able to talk about ways that we recognise that everyone is unique.	
All children's mental agility and problem solving in Maths and Numeracy will improve.	Staff to look at problem solving strategies and resources, to plan a progression in problem solving. Regular planned mental agility lessons, including use of strategies. Practise of number facts built into maths lessons.	Maths survey termly to measure pupil confidence. Lesson observations of problem solving. Strategies for problem solving clearly identified with learners, through planning and self / peer / teacher assessment. Mental maths assessments scores. Lesson observations of maths include use of mental agility.	
To ensure that children's learning in Health and Wellbeing in the ELCC is captured, and that children are making good progress.	Ensure that Health and Wellbeing is planned, following observations, in the Nursery. Children's progress in HWB is captured through Learning Stories and this leads into further learning opportunities.	Children's Learning Folders demonstrate progress in HWB. Planning links to learning stories as part of learning cycle. Staff self-evaluation demonstrates that staff are confident in	

		recognising HWB, capturing the learning, and building on it.	
Children in P1 – 4 experience high quality learning through play.	Evaluate current practice in play-based learning in P1 – 4. Staff to undertake research into play-based learning, including Realising the Ambition. Change classroom layout and structure of the day to allow for more play-based learning, particularly in P1 and P2. Include active learning and play opportunities in lessons, building on specific skills taught. Shared staff development time with ELCC staff on play.	Children's attainment data demonstrates that children are making good progress in all areas. Planning shows that play is considered and well planned. Children's self-evaluation shows that they are aware of what they are learning through play. Staff CPD and self-evaluation demonstrates increased confidence in play-based learning.	

NURSERY IMPROVEMENT PRIORITY 2:

To ensure that all new staff in Early Learning and Childcare are familiar with the planning and observation cycle for children's learning.

Data/evidence that informs this priority:

Shapinsay Early Learning and Childcare setting has had a lot of staff change in recent years. We now have a confident Early Years Lead Practitioner, Headteacher manager, as well as new in post Early Years Practitioner and a new in post Early Years Support Worker. With a new team now in place, we want to make sure that all staff are confident in the planning and observations of children's learning, leading to high quality learning experiences for the children.

CIF Key drivers:		HGIOELC QIs:	
Outcomes: Children's learning needs are recognised and built upon, leading to good progress for all learners in Nursery.	**Approaches/Interventions:** Staff CPD on planning and observation cycle. Use of Student Pathway and National Induction Resource as training induction for new staff. EYP to undertake Early Years Course. Regular (termly) tracking of children's progress, including monitoring of learning folders.	**Measures:** Children's progress in Nursery is captured in Learning folders. Tracking demonstrates that all children are making progress. Staff CPD and self-evaluation demonstrates increased confidence in planning and observation cycle. Planning in Nursery links with observations and to children's learning stories. All staff are confident with using this.	**Impact:**