

# **Dunrossness Primary School**



## **Standards & Quality Report 2020-21**

**and**

## **School Improvement Plan 2021-22**

## Introduction

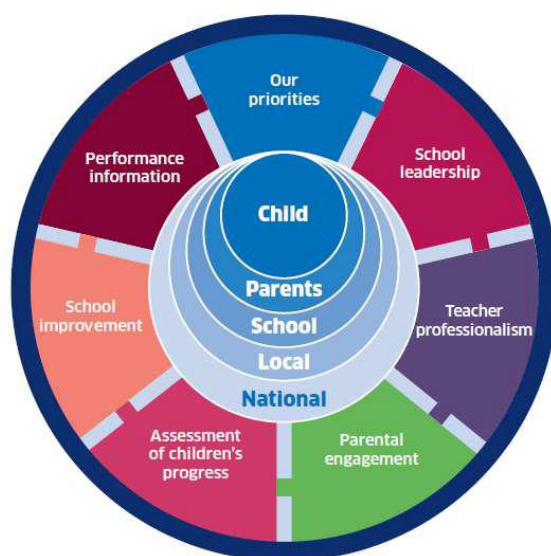
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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

The National Improvement Drivers are:



## Our Vision, Values and Aims

# *Living Laughing Learning*

Dunrossness Primary School –

A caring, happy school that nurtures, encourages and supports every individual to

**D**eterminedly **P**ursue **S**uccess in all areas of their lives.

Kindness Happiness Honesty Fun Respect Patience Responsibility

- To provide a safe, happy and healthy learning environment where mutual respect is shown;
- To promote independence, resilience and responsibility and develop skills for life;
- To encourage, motivate and support curiosity, creativity and feel free to experiment and learn from our mistakes;
- To inspire, recognise and celebrate effort, success and achievement;
- To foster cooperation, connections, responsibility to others and a thoughtful global outlook at the heart of our local community.

Our school is situated in the South Mainland of Shetland in a rural setting on the east coast of the island. Our catchment area includes the communities of Levenwick, Bigton, Quendale, Boddam and Virkie.

The school is non-denominational and caters for pupils from nursery to Primary 7. Our roll at the beginning of this academic year was 95 pupils in primary and 20 in nursery. The school has a nursery with provision for up to 30 children in each day, offering the full 1140 hours Early Learning and Childcare. Our nursery is currently staffed with a part-time teacher, a senior practitioner, two part-time practitioners, a full time early years support worker and a part-time early years support worker.

Due to a falling school roll, we now have four primary classes, instead of the 5 we have had in previous years. This means we have multi-composites classes: P1/2 (24 pupils), P2/3/4 (24 pupils), P4/5/6 (24 pupils) and P6/7 (23 pupils.) The management team also reflects this falling roll with the loss of the principal teacher. Mrs L Leslie is now ASN teacher for four days per week.

Our Inspection report from March 2019 can be found at [Dunrossness Inspection Reports](#).

The impact of Covid-19 has resulted in many changes over this school year. The resilience of the children, staff, families and the wider school community has been remarkable. We have learned from the pandemic and have decided to retain and further develop some of the

positive changes, for example, online meetings, staggered lunch times, greater access to outdoor learning and creative use of digital technologies for all learners.

The removal of the 'bubbles' mean we have greater flexibility with our break times and working across classes. This makes some additional support needs provision less challenging, working with pupils in different classes at the same time.

Our remote learning offer was well received by families and most children engaged with some learning. The daily check ins were really appreciated by children and their families. Keeping the connection with our children and families was our main priority.

### Collaboration and consultation with our stakeholders in session 2020/21

Who?	When?	How?	What did we find out? <i>(bullet points on key themes)</i>
Staff	Staff Briefings  Staff meetings <ul style="list-style-type: none"> <li>• Teaching staff</li> <li>• Nursery staff</li> <li>• Support staff</li> </ul> September 2021	Weekly email  Weekly  Weekly/fortnightly  Termly  Microsoft form	Weekly operational issues and events  Self-evaluation within meetings.  Identified SIP priorities Agreed vision, values, aims were still fit for purpose
Children and young people	August 21	Learner questionnaire	Children want to be more included in planning their learning
Parent and Carers	September 21  Termly	Microsoft Form  Parent Council Meetings	Identified SIP priorities Almost all respondents felt our vision, values and aims are still fit for purpose.  Operational issues brought to meetings.
Community and other stakeholders	May 21	Nurture Focus Groups	Our community partners and stakeholders were positive about the school's nurturing status.

# **Standards & Quality Report 2020-21**

## Progress made with the Priorities from our 2020-21 School Improvement Plan

<b>NIF PRIORITIES</b> -Improvements 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  <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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### Priority 1: Raise attainment in numeracy across ELC and primary

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
All pupils have individual learning needs met within their class  Improved confidence and engagement  Learners achieving at appropriate level  Staff to engage with progression frameworks and benchmarks.  Staff use data effectively to plan learning.	Teaching staff meetings and development time dedicated to progression frameworks and familiarisation with benchmarks.	We are unable to measure the impact of this due to lockdown, remote learning and recovery.	Further work required on these outcomes due to the disrupted year we have had. Our recovery focus was very much on health and wellbeing. We have carried these targets over into our SIP for 21-22 but with more specific targets and measures in place

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**Priority 2: Ensure high quality learning and teaching across ELC and Primary**

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
Ensure high quality learning and teaching across ELC and Primary	Limited progress was made due to lockdown, remote learning and other pressures and priorities on staff.	We are unable to measure the impact of this due to lockdown, remote learning and recovery.	<p>Further work required on these outcomes due to the disrupted year we have had. Our recovery focus was very much on health and wellbeing.</p> <p>We have carried these targets over into our SIP for 21-22 but with more specific targets and measures in place</p>



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<b>Priority 3: Improve transition processes in all areas of the school</b>			
<b>What were our outcomes?</b>	<b>What did we do?</b>	<b>What was the impact on learners?</b>	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b>
<p>To improve the transition between ELC and P1</p> <p>Improve transition process between P7 and S1</p> <p>To audit transition processes within the school.</p> <p>Develop a skills framework which will support pupils at times of transition</p>	<p>HT Completed the transitions workshops facilitated by Northern Alliance. Colleagues from Cluster attended some of the sessions.</p> <p>Audited transitions at ELC-P1, P7-S1 but also reflected on transitions within the school day.</p> <p>We were unable to undertake work on skills framework this session.</p>	<p>Learners in P7 had a successful transition their feeder secondary school.</p> <p>The covid mitigations limited some activities but other ways were found. The online lessons from secondary teachers were a highlight for many of the pupils and this will continue next session, building on the success.</p> <p>The nursery-P1 transition was also successful with a full programme planned and carried out. ECL staff supported learners in their transition days and their first day in P1.</p> <p>The training helped the HT to become more aware of the transitions within the school and thought more about how this may impact on pupils.</p> <p>Used current research, particularly Building the Ambition to inform practice.</p>	<p>This will remain on our maintenance plan. We will build on successes of last session.</p>

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#### Priority 4: Digital Literacy and Computing Science

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>All learners have the skills and knowledge to access learning digitally through Glow</p> <p>All staff have confidence to teach skills</p> <p>Learners experience high quality teaching and learning in digital technologies and computer science</p> <p>Parents are able to support learners to access online learning at home</p>	<p>We were very successful in these outcomes due to periods of remote learning.</p> <p>Learners all accessed Glow and use Teams for their homework and remote learning tasks.</p> <p>Staff identified training needs and found training opportunities through Glow.</p> <p>Staff also supported each other and parents to access Glow, Teams, upload work and provide feedback.</p> <p>Progression framework completed, with reference to the local authority progression.</p>	<p>Learners can all access Glow and use Teams for their learning.</p> <p>All learners were able to access digital technology at home through the digital inclusion fund or provision of devices through the government scheme.</p> <p>Teachers were able to deliver some live lessons and daily check ins during periods of remote learning. This engaged learners more and was highly commended by parents.</p>	<p>This will remain as a maintenance priority. We need to use the progression framework to ensure that there is appropriate pace and challenge for learners.</p> <p>Class teachers to track learner progress and identify clear next steps.</p>

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#### Priority 5: Family Learning/Homework

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Consistent approach to homework across the primary</p> <p>Meaningful homework tasks to enhance learning</p> <p>Parents/carers to engage with pupil learning</p> <p>Microsoft Teams used for homework to further embed digital literacy skills</p>	<p>This priority was superseded by the need to develop remote learning.</p> <p>We worked with pupils and families to establish the use of Glow for remote learning tasks. This was successful and almost all of our learners engaged through some form.</p> <p>When back in school pupils also continued to use Teams for homework tasks including spelling and in P1, phonics homework. We will continue with this format.</p>	<p>Learners can all access Glow and use Teams for their learning.</p> <p>Learners are more confident accessing homework through digital means.</p>	<p>This will remain as a maintenance priority.</p> <p>Homework and family learning will be a priority on the 2022-23 SIP when we hope to be able to have family and friends back in school to undertake some face to face family learning.</p>

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<b>Priority 6: Improved monitoring and tracking of learning in ELC</b>			
<b>What were our outcomes?</b> Pupils will: <ul style="list-style-type: none"> <li>have their individual learning needs met</li> <li>make appropriate progress in all developmental and curricular areas</li> <li>have evidence of their progress shared with parents</li> <li>have identified next steps to ensure progress in literacy and numeracy</li> <li>have meaningful interactions with staff members to extend or support learning</li> </ul>	<b>What did we do?</b>  Focus on recovery and health and wellbeing this session when children were able to return to the setting.  Staff members could all discuss learners' progress through professional dialogue but this was not transferred to tracking mechanisms set up.	<b>What was the impact on learners?</b>  Learners had a positive experience in the setting with high quality interactions.	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b>  This is a priority for this year's SIP. QA calendar will be followed and HT will hold tracking meetings.

<b>Project/intervention:</b> Through a focus on nurture, literacy and numeracy improve health and wellbeing, resilience and positive outcomes of identified pupils.					
<b>What was your gap?</b> Identified children with SEBN finding it hard to access learning at the appropriate level. Children have a negative view of themselves as learners.					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b> <ul style="list-style-type: none"> <li>Improved health and wellbeing of identified pupils</li> <li>Improved reading age of identified learners</li> <li>Improved numeracy skills of identified learners</li> <li>Improved access to digital devices to support learning</li> <li>Parents of identified children more confident to support their child's wellbeing and learning at home</li> <li>Children see their progress positively and are more able to learn</li> </ul>		<b>Measures of impact on learners – Actual data held in school.</b> <b>Boxall profiles</b> for individual learner shows progress and next steps. This informs planning for individual interventions and nurture groups. These are repeated on a six monthly basis. <b>Toe by Toe</b> assessments showed a decline in the reading age of the children using this assessment. This is due to the lack of consistency with periods of remote learning. Assessment repeated in June 2022. Accelerated reader data for targeted pupils with the interventions in place. <b>Maths recovery assessments</b> – Baseline assessment in August 20 but progress was limited due to remote learning and recovery. <b>Nessy progress data</b> - Almost all of the 16 children using the programme are making progress. The children who accessed the programme during periods of remote learning have made more significant gains. This data is monitored regularly. <b>Pupil Passports</b> - Created with pupils and their families. These are shared with relevant staff, meaning needs are being met more consistently. These are held online, meaning updates are made and shared when necessary. <b>IEPs or PSPs</b> – working documents, created with learners and parents and updated regularly. <b>GIRFEC/Review meetings/Parental communication</b> – regular feedback and involvement of parents. Minutes held in school. <b>Zones of Regulation</b> – strategies shared between home and school and pupil engaging with regulation techniques more regularly, meaning less time out of class.			
<b>Teaching and Learning</b>		✓			
<b>Leadership</b>		✓			
<b>Family and Community</b>		✓			

## School self-evaluation, 2020-21, and priorities for further improvement

*For each of the Quality Indicators listed below, answer the questions and include an overall evaluation using the six-point scale from “How good is our school?” (4<sup>th</sup> Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.*

*Please refer to relevant qualitative and quantitative data when considering relevant evidence to support your statements*

<b>Qualitative Data</b>	<b>Quantitative Data</b>
<i>Classroom observations, learning visits, learning walks, etc. Focus group discussions Feedback from online and face-to-face meetings Conversations in staffrooms Verbal feedback from learners and parents and carers</i>	<i>Attainment in the Broad General Education and Senior Phase (where applicable) Attendance, absence and late-coming Measures of learner engagement, participation, inclusion and health and wellbeing Tracking and Monitoring Planning documentation Curriculum rationale Questionnaires and surveys with stakeholders and minutes of meetings with them Bullying and exclusion statistics Child Protection referrals Free School Meals data PRDs Professional learning records Child’s Plans, CSPs and IEPs School Improvement and Team Improvement reports Education Scotland and Care Inspectorate inspection reports</i>

*Education Scotland’s evaluative statements can support your analysis of the key QIs:*

All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

### **Leadership of Change (QI 1.3)**

#### **How well are you doing? What's working well for your learners?**

- Revamped Vision, Values and Aims in 2017 - reviewed in 2019
- High expectations of all learners
- Committed and dedicated staff engage with professional learning to improve outcomes for learners
- Improvements identified through self-evaluation with stakeholders and implemented at a realistic and manageable pace

#### **How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?**

- Feedback from stakeholders
- Engagement of parents
- Questionnaires from pupils, parents and staff
- Tracking and monitoring
- SNSA
- PRD/PDP
- School Improvement plan

#### **What are you going to do now? What are your improvement priorities in this area?**

- Using research and policy to shape improvements – CIRCLE Resource
- Ensure all teaching staff are aware and engaging with revised GTCS standards through PRD process

**Self-evaluation grade on the HGIOS?4 six-point scale: 4**

### **Learning, teaching and assessment (QI 2.3)**

#### **How well are you doing? What's working well for your learners?**

- We are a Nurturing School with relationships and wellbeing of all stakeholders at the heart of all we do.
- Learners are respectful and responsible.
- There are robust quality assurance procedures in place to monitor and track pupil progress and teaching and learning experiences.
- Improved use of digital technologies to support learning embedded after period of remote learning.

#### **How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?**

- Tracking data
- SNSA data
- Pupil tracking meetings
- Work scrutiny
- Classroom observations and follow up conversations

- Nurturing Schools accreditation May 2021
- 7<sup>th</sup> ECO flag in June 2021
- Pupil Council and Focus Fridays (House Teams groups)

**What are you going to do now? What are your improvement priorities in this area?**

- UNCRC – making Rights explicit in all learning and teaching so everyone is aware of how we respect and promote rights.
- Ensure everyone is following the rights based approach in school.
- Personalisation and choice, learners more involved in planning for their learning.
- Use CIRCLE resource for self-evaluation and planning for high quality learning and teaching.

**Self-evaluation grade on the HGIOS?4 six-point scale: 4**



### **Ensuring wellbeing, equity and inclusion (QI 3.1)**

#### **How well are you doing? What's working well for your learners?**

- The implementation of the Positive Relationships Policy and Behaviour Blueprint ensures consistency from all staff and ensures restorative approaches are used.
- Nurturing, positive and respectful relationships are in evidence throughout the school.
- All staff are aware of their statutory duties with regard to child protection
- Staff know children well and raise any concerns regarding the wellbeing of the child
- Bespoke arrangements for families with specific needs are made

#### **How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?**

- The 2020 HMIE inspection report highlighted the positive relationships within the school community.
- Nurture Accreditation May 2021
- Boxall Profile data
- Tracking meetings and data
- Jigsaw Health and wellbeing programme plans and reflections
- Pupil IEPS, PSPS, Pupil passports all shared with parents and appropriate staff members

#### **What are you going to do now? What are your improvement priorities in this area?**

- UNCRC and Rights Respecting Schools Bronze Award
- CIRCLE Inclusion staff development
- Dyslexia staff development

**Self-evaluation grade on the HGIOS?4 six-point scale: 4**

### **Raising attainment and achievement (QI 3.2)**

#### **How well are you doing? What's working well for your learners?**

- Data shows that the majority of learners are achieving at the appropriate level.
- We have 97% attendance over the last school session, with less than 1% unauthorised absence
- We have a robust tracking system in place and interventions to support learners are put in place.
- Impact of interventions are measured regularly and altered to meet needs.

#### **How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?**

- Tracking data, over time
- SNSA
- Classroom observations
- Teachers plans and evaluations
- Pupil tracking meetings

- Pupil council

**What are you going to do now? What are your improvement priorities in this area?**

- Increased confidence in teacher judgements through use of progression pathways and benchmarks
- Raise attainment in numeracy and writing through a specific focus on these areas
- Increase pupil engagement and motivation through CIRCLE resource and providing high quality feedback

**Self-evaluation grade on the HGIOS?4 six-point scale: 3**

# **School Improvement Plan 2021-22**

## **Factors Influencing the 2021/22 School Improvement Plan**

<p><b>Local authority factors</b></p> <ul style="list-style-type: none"> <li>• Shetland Islands Council National Improvement Framework Plan</li> <li>• Children's Services, Recovery and Renewal Plan</li> <li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2018</li> </ul>	<p><b>National factors and drivers</b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</li> </ul>
<p><b>School factors</b></p> <ul style="list-style-type: none"> <li>• ECO School. We received our 7<sup>th</sup> ECO flag in June 2021</li> <li>• Nurturing Schools Accreditation in May 2021</li> <li>• Pupil Equity Funding Of £14080</li> <li>• Covid mitigations still impacting on whole school community</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Build on success of transition from P7-S1 in 2021</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• Staff meetings to raise awareness and self-evaluation to identify training needs</li> <li>• Audit current position and highlight what is going well and development needs</li> <li>• attain Bronze Rights Respecting Schools Award</li> <li>• Pupil Council will promote Children's Rights</li> </ul>	<p><b>Tacking Inequalities, Poverty Proofing and Cost of the School Day</b></p> <ul style="list-style-type: none"> <li>• No P7 trip off island</li> <li>• Sensitive to the demands placed on families and activities planned accordingly</li> <li>• Continued advertising of free school meals, clothing grant and financial help available</li> <li>• Promote Early Help Team through school communication</li> <li>• Any fundraising activities done in a sensitive manner, ensuring all children are included</li> </ul>

## Improvement Priorities for 2021-22

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<b>Priority 1: Raising attainment in numeracy and writing through increased pupil involvement</b> <b>Continuation from 2020/21? Yes      Link to COVID-19 recovery Yes</b>				
Data/Evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Attainment data from June 2021 indicates that attainment in all subjects across the school is below 70%	By June 2022, at least 70% of learners will be achieving at the appropriate level for writing. (Currently 51%)  By June 2022, at least 75% of learners will be on track to achieve at the appropriate level in numeracy. (Currently 63%)  By November 2021 ELC tracking system developed and finalised  By February 2022 ELC tracking system in operation and all learners progress monitored with clear focus on next steps in learning	<ul style="list-style-type: none"> <li>Moderation activities on writing and numeracy 9.12.21, 6.1.22, 8.3.22, 10.5.22</li> <li>Rigorous high quality assessment tasks undertaken with a focus on literacy and numeracy once per term. Staff development time on 25.1.22 to share good practice.</li> <li>Improved tracking and monitoring systems in ELC to measure progress and ensure timely interventions</li> <li>SNSA used as diagnostic tool. Data from P4 and P7 SNSA will inform planning.</li> <li>Engagement with progression framework and benchmarks. Time allocated in WTA with staff development time to reflect and discuss on 11.1.22.</li> <li>High quality feedback development meeting on 3.3.22. HT to lead, basing the meeting on the work of John Hattie. Encourage professional reading for CLPL.</li> <li>Monitoring and tracking with clear next steps ongoing in classrooms. November 2021, February 2022 and May 2022 is our monitoring periods where HT, CT and ASN T have professional dialogue, providing support and challenge.</li> </ul>	HT	Tracking periods in November, February and May – classroom observations, work monitoring, learner focus groups followed by teacher tracking meeting. Coaching conversations held about the quality assurance tasks.  SNSA results from P4 and P7 – September 2021

### Improvement Priorities for 2021-22

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li>-Improvement in children and young people's health and wellbeing</li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
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### Priority 2: Improving inclusion, pupil participation and motivation

Continuation from 2020/21? Y      Link to COVID-19 recovery Y

Data/Evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person
<p>Pupil questionnaires in August 2021 indicate that they would like</p> <ul style="list-style-type: none"> <li>• More say in planning their learning</li> <li>• For their work to be set at the correct level for them in class</li> <li>• To know how they are doing and what the next steps are to help them improve their learning.</li> </ul>	<p>By June 2022, at least 65% of learners in p4-7 will indicate that they have more say in their learning (currently 48%)</p> <p>By June 2022, all learners will have individual learning needs met in class through appropriate differentiation offering support and challenge.</p> <p>By June 2022 children across all levels will be able to discuss their progress and next steps.</p>	<ul style="list-style-type: none"> <li>• CIRCLE – Child Inclusion Research into Curriculum Learning Education</li> <li>• 4 staff development times to reflect and discuss using discussion points. (22.9.21, 29.9.21, 2.11.21, 25.11.21)</li> <li>• Time in WTA for reading prior to meetings.</li> <li>• ASN T to undertake ‘Train the Trainer’ for Local Authority</li> <li>• Coaching conversations regarding checklists from resource and Circle participation scale (CPS) for identified learners in terms 2, 3 and 4.</li> <li>• Plan for interventions and measure impact termly.</li> <li>• Teaching staff undertake Introduction to Dyslexia and Inclusive Practice training.</li> <li>• Follow up staff development time 8.2.22</li> <li>• Use digital technologies to support dyslexic learners with writing</li> <li>• Clicker Training 18.11.21, 2.12.21</li> <li>• Effective differentiation in the BGE Education Scotland Webinar 8.11.21</li> <li>• Further differentiation development meeting to share good practice 17.2.22</li> </ul>	<p>HT ASN T CIRCLE Resource</p> <p><a href="https://www.open.edu/openlearn/create/course/view.php?id=6836">https://www.open.edu/openlearncreate/course/view.php?id=6836</a> Free resource</p> <p>Bespoke training from CRICK software. £600</p> <ul style="list-style-type: none"> <li>• Baseline questionnaire Aug 21</li> <li>• Interim Questionnaire in February 22 – measure improvements and areas that require attention</li> <li>• Follow up questionnaire June 22 – measure improvements</li> <li>• Using coaching wheel with staff on their own practice September and June</li> <li>• CIRCLE reflections and discussions</li> <li>• Classroom observations, coaching conversations</li> </ul>

## Improvement Priorities for 2021-22

<b>NIF PRIORITIES</b> -Improvements 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	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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### Priority 3: Embedding the UNCRC into all practice

Continuation from 2020/21? No      Link to COVID-19 recovery No

Pupil questionnaire in August 2021 indicated that some children did not treat others with respect.  Pupil Council, parents and staff suggested a focus UNCRC as this will be law in Scotland	By April 2022, all pupils in Dunrossness Primary will feel respected by their peers and all staff.  By April 2022, all staff will have confidence in their knowledge and understanding of UNCRC and be part of our Rights Based Approach in school.	Complete UNCRC Train the Trainer webinar to increase knowledge and confidence to lead initiative with staff, pupils and stakeholders  Through staff meetings on 14.9.21, 20.1.22 and 21.4.22  Pupils council meetings every fortnight  Focus Fridays – 10 per year.  RRSA Bronze Award	HT P6/7 CT Pupil Council Parent Council	RRSA questionnaires Pupil Council minutes  Achieve the Bronze award for RRSA by April 2022
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## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22 £14080			Carry forward from 2021: Yes		
<b>Project/intervention:</b> Through a focus on nurture, literacy and numeracy improve health and wellbeing, resilience and positive outcomes of identified pupils through Shetland Vulnerability Criteria and Poverty.					
<b>What was your gap?</b> Identified children with SEBN finding it hard to access learning at the appropriate level. Children have a negative view of themselves as learners.					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> (highlight the interventions that apply)					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b> <ul style="list-style-type: none"><li>Improved health and wellbeing of identified pupils</li><li>Improved reading age of identified learners</li><li>Improved numeracy skills of identified learners</li><li>Improved access to digital technologies to support learning</li><li>Parents of identified children more confident to support their child’s wellbeing and learning at home</li><li>Children see their progress positively and are more able to learn</li></ul>		<b>Details of project/intervention:</b> <ul style="list-style-type: none"><li>Inclusion in Nurture groups</li><li>Work on Zones of Regulation</li><li>Foster reading for enjoyment through book group, buying a book from Book Fair (funded by school) and using the Rights of the Reader poster with children.</li><li>Nessy</li><li>Toe by Toe</li><li>Maths Recovery</li><li>Bespoke Clicker training for staff to ensure the programme is being used to support pupils effectively</li><li>Use of Clicker and other accessibility tools within windows and on iPad to</li></ul>		<b>Resources and Lead Person</b> ASN T  HT  ASN T  ASN Team  ASN Team and Class Teachers  HT/ASN T/ CTs	<b>Measures of impact on learners</b> <i>State how monitoring will take place and by whom.</i> <ul style="list-style-type: none"><li>How will you know your interventions are having an impact/improving outcomes?</li><li>Data</li><li>Plans for how data will be collected and reported</li></ul>



Teaching and Learning	✓	<p>support all areas of learning</p> <ul style="list-style-type: none"> <li>• Family learning around how to support reading at home – this may be a video as we are still unable to hold face to face events</li> <li>• Through continual IEP, PSP and Passports with pupils, make their progress explicit and ensure they have meaningful and manageable next steps to progress their learning</li> </ul>	ASN T	
Leadership	✓			
Family and Community	✓			

Working Time agreement for:		Dunrossness Primary School
School Session:		2021 - 2022
The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added.		
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Essential School Activities		
Reporting to Parents	Number of reports X agreed time allocated = regular blog updates	40
Moderation Activities	Agreed Time Allocation	20
Tracking and Monitoring	Agreed Time Allocation	35
Parents evenings	Number of meeting X agreed time for meeting plus associated Preparation time	30
Staff meetings	Number of business meetings X Agreed duration 26x1.5	39
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	2
ASN Consultations	1 x term	4
Total	Time required for essential school operational activities	170
Collegiate time remaining for development tasks		
School Improvement Plan Tasks	CIRCLE reading	4
	Dyslexia course	4
	Trauma I-learn	1
	Benchmarks	8
	Flexibility	8
Total	Time allocated to developement tasks	25
Total	Total collegiate time allocated	195

**SIP Priorities:**

1. Inclusive practice
2. UNCRC
3. Raising Attainment
4. Maintenance Priorities

<b>Staff Meetings – session 21/22</b>		<b>SIP Priority</b>
24/8/21	School Improvement priorities/WTa	Operational
31/8/21	Contingency Planning – Covid	Covid
6/9/21	School Improvement priorities/WTa	Operational
14/9/21	UNCRC	2
22/9/21	<b>CIRCLE – INCLUSION MEETING 1</b>	1
29/9/21	<b>CIRCLE – INCLUSION MEETING 2</b>	1
2/11/21	<b>CIRCLE – INCLUSION MEETING 3</b>	1
8/11/21	Effective Differentiation in the BGE	1
18/11/21	Digital Inclusion - Clicker	1
25/11/21	<b>CIRCLE – INCLUSION MEETING 4</b>	1
2/12/21	Digital Inclusion – Clicker	1
9/12/21	Moderation – Numeracy	1
11/1/22	Progression Frameworks – update	4
20/1/22	UNCRC	2
25/1/22	Moderation – following QAMSO training	3
3/2/22	1+2 audit and update	4
8/2/22	Dyslexia – Feedback from training course	1
17/2/22	Differentiation	1
22/2/22	Trauma <a href="https://vimeo.com/412350123">https://vimeo.com/412350123</a>	4
3/3/22	Learner next steps and feedback	1
8/3/22	Moderation – Listening and Talking	3
21/4/22	RRSA	2
27/4/22	Outdoor Education	4
10/5/22	Moderation of folios and achievement of a level	
	Passing on information (1)	
	Passing on Information (2)	
	26 x 1.5 hours = 39 hours	