

Dunrossness Primary School



Standards & Quality Report 2021-22

and

School Improvement Plan 2022-23

Introduction

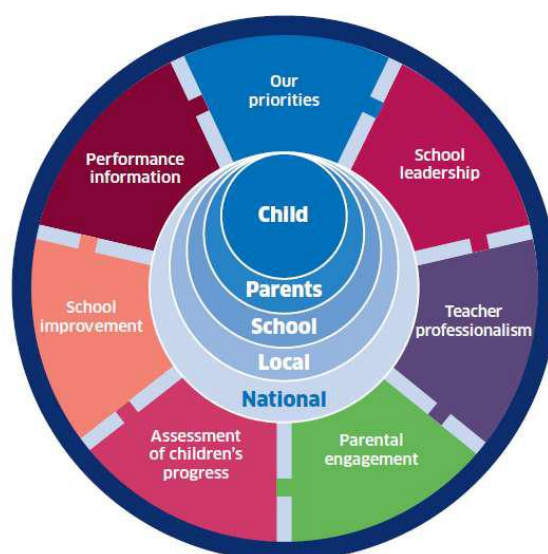
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (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 2022-23. This report is based on the quality indicators in *How Good is Our School?* 4th 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:



Contextual analysis of the school

Our Vision, Values and Aims

Living Laughing Learning

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

Determinedly **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 continuing 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.

This year we have been able to gradually return to a more 'normal' school day- with shared playtimes and mixed group working- especially support groups.

Pupil and staff absence has remained a challenge over the year as well as adjusting to living with covid all of which has taken a toll on children, staff and family wellbeing. Building staff and child relationships has been a key priority this year and well as establishing learning routines and expectation and wider opportunities such as visits and visitors.

Collaboration and consultation with our stakeholders in session 2021-22

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	<p>Staff Briefings</p> <p>Staff meetings</p> <ul style="list-style-type: none"> Teaching staff Nursery staff Support staff <p>June- 22</p>	<p>Weekly email</p> <p>Weekly</p> <p>Weekly/fortnightly</p> <p>Termly</p> <p>Microsoft form</p>	<p>Weekly operational issues and events</p> <p>Self-evaluation within meetings.</p> <p>Staff invited to add comments to self-evaluation form</p> <p>Further evaluation planned for Aug inset day to confirm-SIP priorities</p> <p>Agreed vision for our learners</p>
Children and young people	<p>Feb</p> <p>June</p> <p>May/June</p> <p>April –June</p>	<p>Children invited to share what is great about their school and what they want to improve with new Headteacher</p> <p>Focus Friday</p> <p>School council meeting</p> <p>JRSOs</p>	<p>Children feel safe and nurtured. They would like more outdoor learning and visits</p> <p>Children would like to review reward systems linked to behaviour blueprint and have more assemblies as well as opportunities to work in family teams.</p> <p>Discussion about playtime and how to improve behaviour.</p> <p>Looking at safety on buses and getting onto buses</p>
Parent and Carers	<p>June 22</p> <p>Termly</p>	<p>Microsoft Form</p> <p>Parent Council Meetings</p>	<p>Majority have felt that child has made progress this year, most enjoy coming to school, half have concerns about recompositing classes mid-year. Strengths of school: nurture, learning and teaching, health and wellbeing, support for children with additional needs. Most important areas to improve: School facilities and environment, outdoor learning, learning through play/exploring</p> <p>Operational issues brought to meetings. Consulted on Class structure and recompositing issues, reward systems and playground development, uniform redesign</p>
Community and other stakeholders		<p>QIO visit</p> <p>Discussions with chair of community council</p>	

Standards & Quality Report 2021-22

Progress made with the Priorities from our 2021-22 School Improvement Plan

NIF PRIORITIES -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>	NIF DRIVERS 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: Raising attainment in numeracy and writing through increased pupil involvement

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

<p>What were our outcomes?</p> <p>By June 2022, at least 70% of learners will be achieving at the appropriate level for writing. Across P1,P4, P7 but there are dips in other year groups (Currently 51%)</p> <p>By June 2022, at least 75% of learners will be on track to achieve at the appropriate level in numeracy. Across P1,P4, P7 but there are dips in other year groups (Currently 63%)</p> <p>By November 2021 ELC tracking system developed and finalised</p> <p>By February 2022 ELC tracking system in operation and all learners progress monitored with clear focus on next steps in learning</p>	<p>What did we do?</p> <p>Some activities have not happened due to high pupil and teacher absence particularly in Term3 and 4</p> <ul style="list-style-type: none"> • Moderation activities on writing and numeracy 9.12.21, 6.1.22, 8.3.22, • Writing 10.5.22 • • 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. • Improved tracking and monitoring systems in ELC to measure progress and ensure timely interventions • SNSA was used as diagnostic tool. Data from P4 and P7 SNSA informed planning. • All teachers Engaged with progression framework and benchmarks. • ELC have developed an effective tracking system which is used by all staff 	<p>What was the impact on learners?</p> <p>Numeracy P1 82% achieving early level. P4 81% achieving first level P7 73% achieving second level</p> <p>Writing P1 68% achieving early level P4 73% achieving first level P7 66% achieving second level.</p> <p>Progress over time June 2018- June 2021 this includes the 2 years of the pandemic and 2 national lockdowns P1 to P4 show significant drop in progress in numeracy, listening and talking and writing. Reading progress had been maintained. P4 to P7 other than listening and talking progress has been maintained.</p> <p>Attainment over time. 2016 to 2021 P1 steady decline in attainment in listening and talking, maths, and writing. Reading has consistently been about 60%- some of this will be cohort driven P4 variable level of attainment year on year in listening and talking, but with declining trend, similar in numeracy and writing. Reading has remained fairly consistent P7 General average increase across all subjects</p> <p>ELC staff have a clear picture of every child's developmental needs which informs provision planning</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Writing Implement and embed further Emerging literacy project in ELC , P1-3 National writing project P4/5</p> <p>Monitor and moderate writing each term.</p> <p>Implement play pedagogy from ELC to P1/2- looking at early marking making to early handwriting, so writing opportunities are in the continuous provision both indoors and outdoors.</p> <p>Maths. Focus on reasoning, and use of manipulative /context for problem solving. Introduce new scheme- White Rose . Monitor pupil engagement with math thought learning walks and talking to pupils.</p> <p>ELC : Curriculum tracking generate next steps but now need to secure a method of ensuring all staff know pupil next steps</p>
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Priority 2: Improving inclusion, pupil participation and motivation Continuation from 2020/21? Y Link to COVID-19 recovery Y			
What were our outcomes? By June 2022, at least 65% of learners in p4-7 will indicate that they have more say in their learning (currently 48%) By June 2022, all learners will have individual learning needs met in class through appropriate differentiation offering support and challenge. By June 2022 children across all levels will be able to discuss their progress and next steps.	What did we do? Developments in this area were impacted by high staff and pupil absence <ul style="list-style-type: none"> CIRCLE – Child Inclusion Research into Curriculum Learning Education – this was read by most staff but there was not the opportunity for further discussion and development due to staff absence. ASN T Completed 'Train the Trainer' for Local Authority Plan for interventions and measure impact termly. Teaching staff completed Introduction to Dyslexia and Inclusive Practice training. Use digital technologies to support dyslexic learners with writing Clicker Training 18.11.21, 2.12.21 Effective differentiation in the BGE Education Scotland Webinar 8.11.21 	What was the impact on learners? Pupils are able to vocalise what they would like to learn in older years groups- however they are unable to suggest what they need to learn until they have learn it! Some aspects of the circle document have been implemented but not consistently enough to have a positive impact on learners Most children who are struggling are well supported by the ASN teacher and Learning support team. (Parent survey). Also Nurture is seen as strength by staff and parents- (survey) Children with high needs and low communication are well supported by digital technology as well as staff interactions. This now need to be embedded	What are the next steps and how do you plan to evidence the impact of further actions required? Use the audit tools from the Circle document to develop inclusive practice Review how learning support staff are deployed to ensure more children are supported in class. Review planning for inclusion and differentiation Embedded use of digital technology- Clicker, Nessy and review impact.

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Priority 3:

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>By April 2022, all pupils in Dunrossness Primary will feel respected by their peers and all staff.</p> <p>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.</p>	<p>The school has only just made a start on this so it we carry forward into next year</p> <p>Complete UNCRC Train the Trainer webinar to increase knowledge and confidence to lead initiative with staff, pupils and stakeholders</p> <p>Through staff meetings on 14.9.21,</p>	<p>There is an increasing understanding of what respect is between pupils and staff.</p> <p>Some older pupils struggle with relationships with their peers-teasing and banter causing concern</p>	<p>This will remain on our maintenance plan. We will build on successes of last session.</p> <p>Review restorative blueprint and approaches</p> <p>New Headteacher to complete UNCRC Train the trainer webinar.</p>

Project/intervention: 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.					
What was your gap? Identified children with SEBN finding it hard to access learning at the appropriate level. Children have a negative view of themselves as learners.					
Interventions for Equity <u>Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot)</u>					
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
Planned Outcome <ul style="list-style-type: none"> Improved health and wellbeing of identified pupils Improved reading age of identified learners Improved numeracy skills of identified learners Improved access to digital technologies to support learning Parents of identified children more confident to support their child's wellbeing and learning at home Children see their progress positively and are more able to learn 		Impact on learners <ul style="list-style-type: none"> Inclusion in Nurture groups Work on Zones of Regulation- not consistent through the school yet. 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. This needs further development Nessy Toe by Toe Maths Recovery Bespoke Clicker training for staff to ensure the programme is being used to support pupils effectively Use of Clicker and other accessibility tools within windows and on iPad to support all areas of learning 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 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 			
Teaching and Learning		✓			
Leadership		✓			
Family and Community		✓			

School self-evaluation, 2021-22, 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?” (4th 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

<i>Qualitative Data</i>	<i>Quantitative Data</i>
<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 – Reviewed Aug 2022
- 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 , Learning powers/Growth mindset, Zones of regulation
- Continue Ensure all teaching staff are aware and engaging with revised GTCS standards through PRD process
- Develop consistency of approach

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. Confirmed through parent survey June 2022
- 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
- 7th ECO flag in June 2021
- Pupil Council and Focus Fridays (House Teams groups)
- Parent survey- June 2022

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.
- Develop learning through exploration and play from Nursery into end of early level
- Use CIRCLE resource for self-evaluation and planning for high quality inclusive learning and teaching and environments

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
- Parent survey June 2022

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

- UNCRC and Rights Respecting Schools Bronze Award
- Develop further CIRCLE Inclusion staff development
- Audit and develop early learning through play/exploration indoors and out.
- Work towards sign along school status

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 92% 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
- 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?

- Moderation of teacher judgements
- Continue to 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: 4

School Improvement Plan 2022-23

Factors Influencing the 2022/23 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • ECO School. We received our 7th ECO flag in June 2021 • Nurturing Schools Accreditation in May 2021 • Pupil Equity Funding • Covid still impacting on whole school community – pupil and staff absence • New Headteacher- March 22 	<p>Local factors</p> <ul style="list-style-type: none"> • Build on success of transition from P7-S1 in 2021 • Changes in leadership of local cluster schools group
<p>UNCRC</p> <ul style="list-style-type: none"> • Staff meetings to raise awareness and self-evaluation to identify training needs • Audit current position and highlight what is going well and development needs • Attain Bronze Rights Respecting Schools Award • Pupil Council will promote Children’s Rights 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • No P7 trip off island • Sensitive to the demands placed on families and activities planned accordingly • Continued advertising of free school meals, clothing grant and financial help available • Promote Early Help Team through school communication • Any fundraising activities done in a sensitive manner, ensuring all children are included

Improvement Priorities for 2022/23

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Priority 1: Raising attainment in numeracy and writing through increased pupil involvement

Continuation from 2021/22? Yes Link to COVID-19 recovery Yes

Data/Evidence that informs this priority: Attainment data from June 2022 indicates that attainment in all subjects across the school is below 80%	Planned Outcome By June 2023, at least 80% of learners will be achieving at the appropriate level for writing. (Currently 69%) By June 2023, at least 85% of learners will be on track to achieve at the appropriate level in numeracy. (Currently 78%) By June 2023 ELC curriculum tracking and developmental next steps will be used by all staff	Implement and embed further Emerging literacy project in ELC , P1-3 Work with Lauren to develop enabling environments and quality interactions- talking and listening National writing project P4/5. FS/BS to attend training- Monitor and moderate writing each term. Implement play pedagogy/Explore and learn from ELC to P1/2- Review Handwriting development -looking at early marking making to early handwriting, so writing opportunities are in the continuous provision both indoors and outdoors. Maths. Focus on reasoning, and use of manipulative /context for problem solving. Introduce new scheme- White Rose.	Resources and Lead Person HT and LL (emerging Literacy) FH/BS National writing project	Monitoring the impact of the priority on learners 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. Moderation of writing SNSA results from P4 and P7 – November 2022
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Improvement Priorities for 2022-23

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Priority 2: Improving inclusion, pupil participation and motivation

Continuation from 2021-22? 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	Monitoring the impact of the priority on learners
Pupil questionnaires in August 2021 indicate that they would like <ul style="list-style-type: none"> More say in planning their learning For their work to be set at the correct level for them in class To know how they are doing and what the next steps are to help them improve their learning. 	By June 2022, all learners will have individual learning needs met in class through appropriate differentiation offering support and challenge. By June 2022 children across all levels will be able to discuss their progress and next steps.	<ul style="list-style-type: none"> Teachers audit universal provision of their classroom and approach. HT and ASN T to support development in areas highlighted CIRCLE – Child Inclusion Research into Curriculum Learning Education – review with teachers follow on from last term and highlight the strategies that will have the most impact Plan for interventions and measure impact termly. Review marking and feedback policy- linked to learning powers and growth mindset Develop the understanding of Prof Guy Claxton work in build learning power. What is Building Learning Power about? Building Learning Power Develop the growth mindset based on work of Carol Dweck Carol Dweck: A Summary of The Two Mindsets (fs.blog) How to Teach Growth Mindset to Kids (The 4-Week Guide) Big Life Journal	HT ASN T CIRCLE Resource Building learning power Growth Mindset	<ul style="list-style-type: none"> Using coaching wheel with staff on their own practice September and June CIRCLE reflections and discussions Classroom observations, coaching conversations Pupil discussions Look in books

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Priority 3 Improving interactions experience outcomes for Early stage learners in the outdoor learning environment Continuation from 2021-22? N 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	Monitoring the impact of the priority on learners
<ul style="list-style-type: none"> Parents and children- Survey highlight the need for more outdoor learning Health and wellbeing of children improves in the outdoor 	<p>By June 2023 outdoor provision will be supporting the interaction, experiences, learning and wellbeing of all children within early stage of learning .</p> <p>By June 2023 an outdoors learning provision and curriculum using the school grounds will be in place for all children</p>	<ul style="list-style-type: none"> Review Nursery and P1/2 outdoor learning environment. Build bespoke space for P1/2- Funded by ??? Review play pedagogy and what that looks like in the outdoor space- Realising the ambition and Chloe Kerr Design an outdoor curriculum that uses the forest space for all classes. Develop the play spaces on playground to encourage physical and imaginative development 	KM and nursery staff HT and Chloe Kerr HT HT, JM and Parent Council.	Observation of learning play in Nursery and P1/2 Talking to children Wellbeing survey

NIF PRIORITIES -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	NIF DRIVERS 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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Improvement Priorities for 2022-23

Priority 4: Embedding the UNCRC into all practice				
Continuation from 2020/21? Yes Link to COVID-19 recovery Yes				
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 June 2023, all pupils in Dunrossness Primary will feel respected by their peers and all staff. By June 2023, 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-behaviour blueprint and helping pupils to overcome set backs and problems. Pupils council meetings Focus Fridays – 4 per year RRSA Bronze Award	HT Pupil Council Parent Council	RRSA questionnaires Pupil Council minutes Achieve the Bronze award for RRSA by June 2022

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2022/23 £11025			Carry forward from 2022: no		
Project/intervention: 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.					
What was your gap? Identified children with SEBN finding it hard to access learning at the appropriate level. Children have a negative view of themselves as learners.					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (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
Planned Outcome ASN register 53% of school age children 12% at stage 2 2% at stage 3 2% FSM Approx 42% within national child poverty markers To improve health and wellbeing-emotional regulation and social skill s of all children and children identified To improve outcomes in maths for all children and those on register with identified learning difficulties- currently 78% of children are achieving age appropriately.		Details of project/intervention: Audit of universal provision and development of inclusive classroom Revisit whole school nurture approach <ul style="list-style-type: none">10 children Included in Nurture groups/ Lego therapy- to improve social skills- listening and talking, confidenceEstablish Work on Zones of Regulation and emotional literacy in all classrooms- provide training through ilearn and coachingEstablish the growth mindset and metacognition strategies across school- provide teachers time to research		Resources and Lead Person ASN T ASN Teacher Class Teachers HT/ASN T/ CTs	Measures of impact on learners <i>State how monitoring will take place and by whom.</i> <i>Pupil tracking data through CfE Teachers and HT</i> <i>Talking to pupils about their experiences.- HT</i> <i>Interventions data tracking - beginning and end comparison ASN teacher</i> <i>Emerging literacy data ASN teacher</i> <i>Focus day events HT</i> <i>Parent. Teacher consultation</i>

<p>To improve outcomes in writing- tools for writing- spelling , handwriting. Currently 69% achieving Age appropriately.</p>		<ul style="list-style-type: none"> • Reduce class size and multi year group in Maths- so teaching and learning can be more targeted and supported within class. Additional adult placed in mixed age class. • Additional maths groups for those with biggest gaps. • Toe by toe, Nessy and Clicker for those identified • Working with emerging literacy team and National writing project to improve teaching of writing from early marking making to end of second stage.- supply time and staff development time 	<p>HT/ASNT. CT</p> <p>ASN T /ASN Team</p> <p>ASN Team/CT</p> <p>CTs</p>	<p><i>Girfec meetings</i></p> <p><i>Pupil passports and IEP reviews</i></p>
Teaching and Learning	✓			
Leadership	✓			
Family and Community	✓			

Working Time agreement for:		Dunrossness Primary School
School Session:		2022-23
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	9.5
Tracking and Monitoring	Agreed Time Allocation	35
Parents evenings	Number of meeting X agreed time for meeting plus associated Preparation time Term 1, (parent opt in after reports Term4) and learner led in Term 4	30
Staff meetings	Number of business meetings X Agreed duration 27X1.5 Hrs	40.5
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	2
ASN Consultations	1 x term	4
Total	Time required for essential school operational activities	161
Collegiate time remaining for development tasks		
School Improvement Plan Tasks		
	Benchmarks-Focus Maths, Writing and Health and Wellbeing	3
	Researching White Rose Maths scheme	7
	Zones of regulation i-learning	5
	Flexibility	19
Total	Time allocated to development tasks	34
Total	Total collegiate time allocated	195