

# **Dunrossness Primary School**



## **Standards & Quality Report 2022-23**

**and**

## **School Improvement Plan 2023-24**

## Introduction

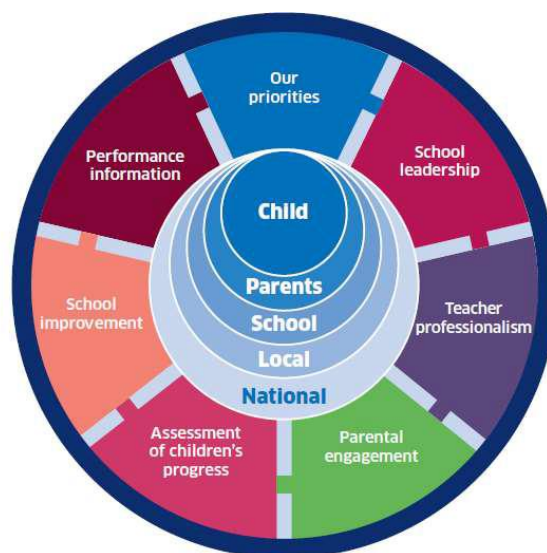
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

**Determinedly Pursue Success** 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 88 pupils in primary and 30 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, a full time practitioner, two part-time practitioners, a full time early years support worker and two 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.) this structure changes from year to year depending on number. This has had an impact on the way the curriculum is delivered, presenting various challenges. The management team also reflects this falling roll with the loss of the principal teacher. Mrs L Leslie is now ASN teacher for three days per week. There have been further changes with a new Headteacher coming from the South of England. This change has been quite challenging for the school community who has been used to knowing the leadership of the school very well over a number of years.

Our Inspection report from March 2019 can be found at [Dunrossness Inspection Reports](#). The impact of Covid-19 continues to affect the wellbeing and progress of some of our children. This year has seen the first full return to normal functioning and has resulted in many changes

over this school year. The resilience of the children, staff, families and the wider school community has been remarkable but is possibly not the same as it was before the pandemic. There has been an increase in the number of children experiencing difficulty in regulation and engaging in learning.

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. Shetland also experienced a lot of disruption and lost days of learning due to snow closure and industrial action- 11 days in all.

Building staff and child relationships has been a key priority this year as well as establishing learning routines and expectations and wider opportunities such as visits and visitors. This will continue on into next year.

## Collaboration and consultation with our stakeholders in session 2022-23

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"> <li>Teaching staff</li> <li>Nursery staff</li> <li>Support staff</li> </ul> <p>June- 23</p>	<p>Weekly email</p> <p>Weekly</p> <p>Weekly/fortnightly</p> <p>Termly</p> <p>Survey Microsoft form</p>	<p>Weekly operational issues and events</p> <p>Staff have worked hard to find a new direction after Covid and to get back in touch with good teaching and learning practise.</p> <p>Differentiation and inclusion continue to be themes to work on as well as our approach to nurture.</p> <p>Support staff have welcomed the opportunity to join teacher meetings especially when discussing ASN needs.</p> <p>Nursery staff have valued a more stable staffing structure for most of the year but have felt the need for more support for children with a high level of need coming into nursery</p> <p>Support for children with ASN continues to be a theme over the whole school.</p> <p>9 out of a possible 22 responded</p> <ul style="list-style-type: none"> <li>Most thought they were or sometimes were supported to develop their role.</li> <li>Strengths of the school were listed as wider opportunities, inclusion, creating safe environments, engaging curriculum and community involvement</li> </ul> <p>Areas to work on:</p> <ul style="list-style-type: none"> <li>Progress in learning especially maths and writing</li> <li>Behaviour management</li> <li>Nurture</li> <li>Feedback commented that there was little progress on the SIP priorities this year as perhaps too many and not focused enough and inclusion and raising attainment should remain on the plan.</li> </ul>
Children and young people	Sept	Work together days X2	<ul style="list-style-type: none"> <li>Behaviour Blue print and positive relationship policy was looked at by the children</li> <li>Understanding nurture was also looked at- and children need further work on what nurture looks like. Since gaining accreditation there have been 3 years of disrupted learning.</li> </ul>

	3-4 times per term	Pupil council meetings	Discussed and organised fundraising events, UNCRC, playground improvements- events for children to enjoy again after the pandemic such as the disco
	Weekly	Little librarians	Have promoted reading and how to find and care for books. They enjoyed the input from the librarian at SJH, but since she left they have missed the input
	June 23	Pupil survey 53 out of 88 mostly P3,4,5,6,7	Only 17% said they enjoyed coming to school, 42% sometimes 40% feel safe 40% sometimes Around 45% said adults and children treat them with respect 19% said they can influence decisions 38% sometimes. From this and the work together day –further work needs to be done around the 6 principle of nurture
Parent and Carers	June 23	Microsoft Form 26 out of possible 140 responses	100 % either enjoy coming to school or sometimes 80% felt their child has made progress 69% felt informed about their child's progress 61% agree communication between home and school is good 50% confident that concerns responded to promptly. <b>Possible key themes for improvement:</b> <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Communication between home and school and parental engagement</li> <li>• Engaging curriculum,</li> <li>• Health and wellbeing</li> </ul>
		Nursery parent carer survey 14 out of possible 50 responses	Very positive over all. <b>Possible areas to work on:</b> <ul style="list-style-type: none"> <li>• Knowing the child well as an individual</li> <li>• Taking view of parents into account</li> </ul>
	Termly	Parent Council Meetings	Operational issues brought to meetings: School Closure procedure evaluated, playground equipment planning, uniform redesign, fundraising , events for the children . introduction of breakfast toast to support children who come to school without breakfast.
	Oct 22 and May 23	Parent teacher meeting and learner led events	At least 95% attendance with very positive feedback from each of these.

Community and other stakeholders		<p>QIO visit</p> <p>Shetland recreational trust</p> <p>Shetland amenity trust</p> <p>Music groups</p> <p>Visitor to school assemblies include local councillor and local clergy.</p>	<p>Email invitations have been sent to local community group without a response.</p> <p>Children have enjoyed a range of visitors, but some parents have questioned why the need for religious assemblies.</p>

# **Standards & Quality Report 2022-23**



## Progress made with the Priorities from our 2022-23 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	<b>1.1 Self-evaluation for self-improvement</b> <b>1.2 Leadership for learning</b> 1.3 Leadership of change 1.4 Leadership and management of staff <b>1.5 Management of resources to promote equity</b>	2.1 Safeguarding and child protection <b>2.2 Curriculum</b> <b>2.3 Learning, teaching and assessment</b> <b>2.4 Personalised support</b> 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement/Securing children's progress</b> 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
---	---	---	---	---

<b>Priority 1: Raising attainment in numeracy and writing through increased pupil involvement</b> <b>Continuation from 2020/21? Yes</b> <b>Link to COVID-19 recovery Yes</b>			
Planned Outcome	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 June 2023, at least 80% of learners will be achieving at the appropriate level for writing. (Currently 69%)</p> <p>By June 2023, at least 85% of learners will be on track to achieve at the appropriate level in numeracy. (Currently 78%)</p> <p>By June 2023 ELC curriculum tracking and developmental next steps will be used by all staff-</p>	<p>Lauren Smith did a workshop on Talking and Listening and developing handwriting</p> <p>National writing project P4/5/6 This has had a very positive impact on the outcomes in writing on this class, next steps to see how we can implement a whole school approach</p> <p>Monitored and moderated writing in the spring term- showed a good level of progress. Cluster moderation of writing took place</p> <p>Implement play pedagogy/Explore and learn from ELC to P1/2- there has been some input for all staff- however for it to be successful adult ratios need to be considered in the early years</p> <p>Reviewed Handwriting development -looking at early marking making to early handwriting, so writing opportunities are in the continuous provision both indoors and outdoors.- Training was</p>	<p><b>Numeracy</b>            P1 63% achieving early level.            P4 53% achieving first level            P7 46 % achieving second level            Combined 54%</p> <p><b>Writing</b>            P1 90% achieving early level            P4 69% achieving first level            P7 61% achieving second level.            Combined 72%</p> <p>ELC staff have a clear picture of every child's developmental needs which informs provision planning.</p> <p>P1/2 have had more opportunities to learn through play but for this to have a better impact- staffing level need to be looked at to ensure quality interactions.</p>	<p>Continue to focus on raising attainment in maths and writing from ELC to P7. though:-</p> <p>Continuous provision            Benchmarking            Whole school moderation            Link tracking from ELC through to P1            Link tracking to learning journals and information for parents</p> <p>Work toward consistent expectation in planning for learning based on assessment</p>

	<p>put in place- and teachers have implemented a more demonstrative approach but still reliant on a scheme.</p> <p>Maths. Focused on reasoning, and use of manipulative /context for problem solving by introducing new scheme- White Rose.- Teachers have used this fairly rigidly- the reasoning has been good but the coverage of the Scottish curriculum has not been met. Need to go to a more flexible approach that focuses on reasoning, manipulatives and opportunities to practice</p> <p>ELC have developed tracking systems for literacy</p>	<p>Pupil experienced learning that challenged their reasoning and support the development of the deeper understanding of the number system, however the pace of learning was slower and there aspects of the curriculum were not covered as fully.</p>	<p>Use a range of resources and schemes flexible to meet the learning needs of the children.</p>
--	--	--	--

<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
---	---	--	--	--

<b>Priority 2: Improving inclusion, pupil participation and motivation</b> <b>Continuation from 2020/21? Y    Link to COVID-19 recovery Y</b>			
Planned Outcome	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?
By June 2022, all learners will have individual learning needs met in class through appropriate differentiation offering support and challenge.	<ul style="list-style-type: none"> <li>Teachers audited universal provision of their classroom and approach using the circle document and gaps in provision identified and with some changes being made- further work needs to be done</li> </ul>	<p>Some children can talk about the growth mind set and are using it to support their learning.</p> <p>Changes have been made to learning environment which are more inclusive and give</p>	<p>CIRCLE – Child Inclusion Research into Curriculum Learning Education – review with teachers follow on from last term and highlight the</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>The marking and feedback policy- linked to learning powers and growth mind set was reviewed and edited. Use of green pens for teacher marking and purple pens for children to edit have been introduced</li> </ul> <p>Growth Mind set focus was introduced in all classes. This and learning powers are celebrated in celebration assembly</p> <p>Children have completed lessons on the zones of regulations as well as taken part in a Fun and Feeling workshop run by Caroline Leask, funded through the Picnic Press.</p> <p>Many visits and trips have taken place at no cost to families, and the P7 residential was heavily subsidized</p> <p>Toast has been made available first thing in the morning for any child who may come to school without having breakfast- funded by Parent Council</p>	<p>children safe spaces to go to. For example all children have access to fiddle tools and ear defenders. Some classes now have a safe space which can be used when a child is feeling overwhelmed</p> <p>Some children are able to edit their written work to improve it, giving them greater ownership of their learning</p> <p>Majority of children in upper year groups are able to talk about their next steps and the progress they have made.</p> <p>Children have found it a challenge to talk about their emotions but there is a greater understanding and a range of strategies to support emotional regulation have been taught.</p> <p>All children has had access to a range of enrichment activities and learning over the year- from knitting to netball clubs, from sailing to excursions to the observatory which have enhanced learning, confidence and well being</p> <p>Between 15-20 children take up the offer of toast everyday.</p>	<p>strategies that will have the most impact</p> <p>Plan for interventions and measure impact termly.</p> <p>Take time to embed the growth mind set and learning powers</p> <p>Work to toward more consistent planning for learning and use of schemes with some flexibility</p>
---	--	--	--

<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
---	---	--	--	--

<b>Priority 3 Improving interactions experience outcomes for Early stage learners in the outdoor learning environment</b> Continuation from 2021-22? N    Link to COVID-19 recovery Y			
Planned Outcome	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 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"> <li>Reviewed Nursery and P1/2 outdoor learning environment.</li> <li>Developing the outdoor spaces is a work in progress- Quotes have been sort for fencing to make an area safe and this will hopefully be done over the Summer. Further quotes for playground equipment have been received in total £20K. So this will have to be split into phases with Parent Council spear heading developments</li> <li>Reviewed play pedagogy and what that looks like in the outdoor space- Realising the ambition with Chloe Kerr . Kate Hookham did training in June to demonstrate simple ways to bring learning into the outdoors Nursery P1/2 and P2/3/4</li> </ul>	<p>There is free flow access to outdoor learning in the Nursery which is a strength. Most children will access the outdoor space everyday.</p> <p>Nursery have begun to develop a more continuous approach to organising spaces that are based on children's next developmental steps as well as curricula steps</p> <p>An additional explore and learn space for P1/2 has developed well over the year to incorporate many aspect of good practice but more work around how continuous provision can support learning for the P1/2 needs to be done</p> <p>Changes have been implemented in the lower classes to allow more play- however with only limited additional adult availability quality</p>	<p>Continue work on developing the P1/2 outdoor space to meet the needs to the children</p> <p>Focus on building a responsive continuous provision (indoors and outdoors) in Nursery and for Early Years in school.</p> <p>Continue to Enquiry led learning in the upper classes</p> <p>Review support staff timetabling to further support continuous provision in P1/2</p>

		<p>interactions have been more challenging to implement.</p> <p>There is already a lot to celebrate in learner led learning through exploration in the upper classes.</p>	
--	--	---	--

<b>Priority 3: Embed Right based approach into ethos of school.</b>			
<p>By June 2023, all pupils in Dunrossness Primary will feel respected by their peers and all staff.</p> <p>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.</p>	<p>HT has completed training to complete Bronze level award for Rights Respecting Schools</p> <p>RRSA Bronze Award has been gained June 2023</p> <p>Children's rights are embedded in the positive relationship and behaviour policy</p> <p>Children's workshop on Behaviour blueprint – discussed what respect looks like .</p> <p>Pupils council meetings- looked at how to introduce a rights based approach</p> <p>Pupils have completed the UNCRC questionnaire</p> <p>One class has taken part on a year long project with the children's parliament about children's rights and the development of AI- leading to a presentation at the AI summit in Glasgow in March</p>	<p><b>What was the impact on learners?</b></p> <p>Children can describe what respect is, however only 42% of children said they were treated with respect. There is still a misunderstanding about what respect is.</p> <p>Children see as not getting along with friends as not being respected.</p> <p>43% said they learn about their rights at school . One class of children has good knowledge of children's rights through the Children's Parliament project and they have shared this in assembly</p> <p>Children do have a greater awareness of some of their rights- but needs further learning about what that means- and how to respect the rights of others.</p>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p> <p>This will remain on our maintenance plan. We will build on successes of last session.</p> <p>Continue to discuss Articles in Assembly</p> <p>Reference the UNCRC articles in the school improvement plan.</p>

	A Rights display board has been established in the Hall		
--	---	--	--

## Pupil Equity Fund Reporting, 2022-23

PEF Allocation 2022/23 £11025			Carry forward from 2022: no		
<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> <i>(highlight the interventions that apply)</i>					
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> 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 all children through understanding emotional literacy and zones of regulation.		<b>Details of project/intervention:</b> <b>Audit of universal provision and development of inclusive classroom</b> <b>Revisit whole school nurture approach</b> <ul style="list-style-type: none"><li>Inclusion in Nurture groups -</li><li>Lego therapy- to improve social skills- listening and talking, confidence- This had a good impact in Autumn but not able to recruit staff until the Summer Term</li></ul>		<b>Resources and Lead Person</b> ASN T ASN Team   ASN T  ASN Team	<b>Measures of impact on learners</b> <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>

<p>To support identified children with nurture/Lego therapy groups.</p> <p>To improve outcomes in maths for all children and those on register with identified learning difficulties- currently 78% of children are achieving age appropriately.</p> <p>To improve outcomes in writing- tools for writing- spelling, handwriting. Currently 69% achieving Age appropriately.</p>		<ul style="list-style-type: none"> <li>Establish Work on Zones of Regulation and emotional literacy in all classrooms- provide training through ilearn and coaching</li> <li>Establish the growth mindset and metacognition strategies across school- provide teachers time to research</li> <li>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. This has not been as effective as hoped as not be able to deliver consistently as needed. Staff delivering this have often had to cover whole classes for absence</li> <li>Additional maths groups for those with biggest gaps. We have not been able to staff these</li> <li>Toe by toe, Nessy and Clicker for those identified- continuing impact</li> <li>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 - progress made</li> </ul>	<p>Class Teachers</p> <p>HT/ASN T/ CTs</p> <p>ASN T</p>	<p><i>Interventions data tracking - beginning and end comparison ASN teacher</i></p> <p><i>Emerging literacy data ASN teacher</i></p> <p><i>Focus day events HT</i></p> <p><i>Parent. Teacher consultation</i></p> <p><i>Girfec meetings</i></p> <p><i>Pupil passports and IEP reviews</i></p>
Teaching and Learning	✓			
Leadership	✓			
Family and Community	✓			

## School self-evaluation, 2022-23, 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><i>Qualitative Data</i></b>	<b><i>Quantitative Data</i></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 2022
- 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

#### **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
- PRD/PDP
- School Improvement plan

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

- Be more focused on fewer priorities for improvement
- Develop a distributive leadership model at all levels across the school
- Using research and policy to shape improvements – CIRCLE Resource, and reviewing Nurture Ethos
- Continue to ensure all teaching staff are aware and engaging with revised GTCS standards through PRD process
- Develop consistency of approach to Nurture, behaviour and teaching and learning

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

### **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.
- There are 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
- Pupil progress 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)
- Parent survey- June 2023

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

- Use CIRCLE resource for self-evaluation and planning for high quality inclusive learning and teaching and environments
- Improve assessment and use of benchmarking through moderation
- Develop consistent planning based on assessment and what it is the children will learn rather than do

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

### **Ensuring wellbeing, equity and inclusion (Q1 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. All staff have attended training
- Staff know children well and raise any concerns regarding the wellbeing of the child
- Bespoke arrangements for families with specific needs are made
- Children with high needs ASN are well catered for and included in life of the school
- A wide range of enrichment experiences- trips and visitors have added to wellbeing with no cost to parents
- Breakfast toast offered to all pupil who come to school hungry at no cost.
- P7 residential was heavily subsidised so all could attend.

**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 2023

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

- Develop further CIRCLE Inclusion staff development
- Develop early learning through continuous provision (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 95% attendance over the last school session, with less than 1% unauthorised absence
- We have a tracking system in place and interventions to support learners

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

- Tracking data, over time
- 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
- Ensure Impact of interventions are measured regularly and altered to meet needs.
- 

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

# **School Improvement Plan 2023-24**

## **Factors Influencing the 2023-24 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</li> <li>• Covid still impacting on whole school community – pupil and staff absence</li> <li>• New Headteacher- March 22</li> <li>• Challenging staffing situation during the Summer term 23</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Changes in leadership of local cluster schools group</li> <li>• Communications with parent</li> <li>• Challenges with recruitment of staff and covering staff absence</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• Thread children right through school improvement processes</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>• All P7s attended residential</li> <li>• Lots of trips and excursions- with no cost to parent</li> <li>• Toast available every morning at school starts for those who come to school hungry</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 2023-34

<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
---	---	--	--	--

<p><b>Priority 1: Raising attainment in numeracy and writing through increased pupil involvement</b></p> <p>Continuation from 2022/23 Yes      Link to COVID-19 recovery Yes</p> <p>Nurture Principle : children's learning is understood developmentally</p> <p>UNCRC Articles:</p> <p>3 The best interest of the child must be the top priority</p> <p>29 Education must develop every child's personality, talents and abilities to the full</p> <p>UNCRC silver action plan:</p> <p>Children and young people are included and are valued as individuals</p>				
<p><b>Data/Evidence that informs this priority:</b></p> <p>Attainment data from June 2023 indicates that attainment in all subjects across the school is below 80% except Talking and listening which is 89%</p>	<p><b>Planned Outcome</b></p> <p>By June 2024, at least 80% of learners will be achieving at the appropriate level for writing. (Currently 72%)</p> <p>By June 2024, at least 65% of learners will be on track to achieve at the appropriate level in numeracy. (Currently 54%)</p> <p>By June 2023 ELC curriculum tracking will show majority children on track to achieve Early level by end of P1</p> <p>Most learner will be able to describe the next steps in their learning</p>	<p>Writing:</p> <p>Moderation of evidence from ELC to P7 using the benchmark to standardise</p> <p>Explore how to apply good practice gained from National Writing project across the school</p> <p>Continue to attend writing project network meetings</p> <p>Continue to attend Emerging literacy network meeting</p> <p>Learning walks</p> <p>Scrutiny of planning</p> <p><b>ELC</b></p> <p>Embed writing and T and L opportunities in continuous provision in ELC and P1</p> <p>Develop observations and tracking further within ELC</p> <p>Review provision against the key aims of the Realising Ambition Document and develop as necessary.</p> <p><b>Maths.</b></p> <p>Moderation of evidence from ELC to P7</p> <p>Scrutiny of planning</p> <p>Learning walks</p> <p>Review marking and feedback policy again</p> <p>Plan targeted Math catch up groups</p>	<p><b>Resources and Lead Person</b></p> <p>All teaching staff</p> <p>HT</p> <p>P1 team and ELC team</p> <p>All teaching staff</p> <p>ASN team</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <p>Data tracking periods in November, February and May</p> <p>Classroom observations,</p> <p>Look in books - work monitoring,</p> <p>Learner focus groups followed by teacher progress meetings.</p> <p>Moderation exercises- school level and at cluster level</p> <p>SNSA results from P4 and P7 – Jan 2024</p>

		<p><b>ELC</b>  Embed Numeracy opportunities in continuous provision in ELC and P1</p> <p>Develop observations and tracking further within ELC  Review provision against the key aims of the Realising Ambition Document and develop as necessary.</p>		
--	--	---	--	--



## Improvement Priorities for 2022-23

<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
---	---	--	--	--

<p><b>Priority 2: Improving inclusion, pupil participation and motivation and parental engagement</b></p> <p>Continuation from 2022-23? Y      Link to COVID-19 recovery Y</p> <p><b>Nurture Principles</b> The classroom offers a safe base,</p> <p style="padding-left: 40px;">The importance of nurture for the development of wellbeing</p> <p style="padding-left: 40px;">All behaviour is communication</p> <p style="padding-left: 40px;">Language is a vital means of communication</p> <p><b>UNCRC Articles : 36</b> Government must protect children from all forms of harm</p> <p style="padding-left: 40px;">31 Every child has the right to relax, play and take part in a wide range of culture activities</p> <p style="padding-left: 40px;">12 Every child has the right to express the views, feeling and wishes in all matters affecting them and ot have their view listened to.</p> <p><b>UNCRC silver action plan</b> : children are included and valued as individuals</p> <p style="padding-left: 40px;">Children are safe and protected and know what to do if they need support</p> <p style="padding-left: 40px;">Children know their views are taken serious.</p> <p style="padding-left: 40px;">Relationships are positive and founded on dignity and mutual respect ofr rights</p> <p style="padding-left: 40px;">Children's emotional and social well being is a priority</p>				
<p>Parents would like to improve communication with school and parental engagement</p> <p>Pupils</p> <p>Would like to enjoy school more, to be involved more in decision making</p> <p>And feel respected by their peers and adults</p> <p>Nursery parents and parents of Children with ASN would like to see a greater focus on knowing their child well and having a focused point of contact.</p> <p>Staff said they would like a greater focus on Nurture and managing challenging behaviour.</p>	<p><b>Planned Outcome</b></p> <p>By June 2024, 90% of learners will say that they enjoy school and feel safe most of the time</p> <p>By June 2024 most children across all levels will be able to discuss their progress and next steps.</p> <p>By June 2024 There will be more opportunities for parents to engage positively with their child's learning and school</p>	<p><b>How exactly are we going to do it?</b></p> <p>Work through the Circle inclusion document a section at a time allowing for reflection and review of impact</p> <ul style="list-style-type: none"> <li>Physical environment</li> <li>Social environment</li> <li>Structures and routines</li> <li>Participation scale</li> </ul> <p>Each class ends up with a an A4 description of how children's ASN needs are met within their classes.</p> <p>Audit staff understanding of Nurture principles and investigate training around areas to be developed.</p> <p>Review positive relationship and behaviour policy.</p> <p>Support for staff around understanding challenging behaviour</p> <p>Plan for Nurture groups- staff permitting.</p> <p>Develop a shared vision for Nurture as a whole school community</p> <p style="padding-left: 20px;">Pupil focus days</p> <p style="padding-left: 20px;">Staff meetings</p> <p style="padding-left: 20px;">Parent working party</p>	<p><b>Resources and Lead Person</b></p> <p>HT</p> <p>ASN T</p> <p>CIRCLE Resource</p> <p>Whole staff team</p> <p>Nurture self-evaluation material and audits</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <ul style="list-style-type: none"> <li>CIRCLE reflections and discussions</li> <li>Classroom observations, coaching conversations</li> <li>Pupil discussions</li> <li>Look in books</li> <li>Nurture audits August and May</li> <li>Parental/learner feedback- surveys- June</li> </ul>

		<p>Communication - Become a Signalong school – staff training and regular input in classes</p> <p>Start BSL as 3<sup>rd</sup> Language for P6/7- Training in Term 1</p> <p>Refer to the Parental Engagement Tool kit for practitioners to evaluate how to involve more parents in school life and decision making</p> <p><b>ELC</b></p> <p>Develop Key adult system for children with ASN and in Nursery- these will be more involved in feeding back to parents via GIRFECs etc</p> <p>Continue to embed outdoor learning opportunities across the curriculum and continue to develop the outdoor provision and play spaces</p> <p>Review ELC provision against the key aims of the Realising Ambition Document and develop as necessary.</p>	<p>ASN outreach team- ASN team and all staff.</p> <p>Parent Council – working party</p> <p>ASN team and Nursery Team</p>	
--	--	--	--	--

## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24 £11025			Carry forward from 2022/23: £480		
<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> <b>ASN register 53% of school age children</b> <b>12% at stage 2</b> <b>2% at stage 3</b> <b>2% FSM</b> <b>Approx 42% within national child poverty markers</b>  To improve health and wellbeing all children through understanding emotional literacy and zones of regulation. Develop further understanding of whole school nurture ethos and what that looks like day to day.  To improve outcomes in maths and writing for all children and those on register with identified learning difficulties-		<b>Details of project/intervention:</b> <b>Audit of universal provision and development of inclusive classroom</b> <b>Revisit whole school nurture approach</b> <ul style="list-style-type: none"><li>Inclusion in Nurture groups –</li><li>Develop continuous provision in P1/2 class</li><li>Emotional support for P3/4 class</li><li>Build on Work on Zones of Regulation and emotional literacy in all classrooms- provide training through ilearn and coaching</li><li>Continue to promote the growth mindset and metacognition strategies across school- provide teachers time to research</li></ul>		<b>Resources and Lead Person</b>  ASN T Class teacher ELC teacher  ASN T All staff  All Staff	<b>Measures of impact on learners</b> <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>



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 and regular blog updates	40
Moderation Activities	Agreed Time Allocation 3 X2.5 hrs preparation	8
Tracking and Monitoring	Agreed Time Allocation Nov, March, June Pupil progress meeting 3X1hr	32 3
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 21X1.5 Hrs (17 face to face meeting and the rest for reading)	31.5
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	3
ASN Consultations	1 x term	5
Total	Time required for essential school operational activities	152.5
Collegiate time remaining for development tasks		
School Improvement Plan Tasks		
	Reading and evaluation circle document	10
	UNCRC 1 webinar	2
	Development of maths/ writing/ continuous provision- reading, research, learning from data	11
	Flexibility	19.5
Total	Time allocated to development tasks	42.5
Total	Total collegiate time allocated	195