



Dunrossness Primary School

**Standards & Quality Report
2025-2026**

and

**School Improvement Plan
2026-2027**



Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

1. Placing the human rights and needs of every child and young person at the centre of education;
2. Improvement in children and young people's health and wellbeing;
3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school-leaver destinations for all young people;
5. Improvement in attainment, particularly in literacy and numeracy.

The seven strategic outcomes to be achieved are:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy;
2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach;
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Collaboration and consultation with our stakeholders
Results of stakeholder consultations should feed into the School Improvement Plan.

Children and Young People

Children and young people have been consulted throughout the session through assemblies, Focus Fridays, questionnaires and the work of the Pupil Council on our renewed Vision, Values and Aims. Pupils have also been involved in the authority-led consultation around changes to our school environment. These opportunities have enabled learners to share their views on school improvement priorities, their learning experiences and wider aspects of school life.

Feedback from children and young people was largely positive. The majority of pupils reported that they feel safe in school, enjoy learning in their classrooms and are able to concentrate on their work. Pupils recognised improvements in manners and behaviour across the school and highlighted writing and mathematics as strengths this year. They also identified inclusion and helpfulness as strengths of the school community.

Children spoke positively about improvements to the outdoor environment, including the addition of the climbing wall and basketball hoop, and some noted improvements in noise levels within the school. However, views around learning in areas beyond the classroom were more mixed and many pupils felt they would like increased opportunities for outdoor learning.

Feedback gathered from children and young people will help inform school improvement priorities for 2026/27, with particular focus on:

- Further development of outdoor learning spaces and opportunities.
- Continued work on promoting positive behaviour, including movement around the school, attitudes to learning and pride in the school environment.



Pupil consultation during an assembly

Parents and Carers

Parents and carers have been consulted through our Learner Led Event. They have also had opportunities to contribute to the development of our renewed Vision, Values and Aims through questionnaires and have been involved in the consultation around changes to our school environment. These opportunities have enabled parents and carers to share their views on school improvement priorities, learning experiences and wider aspects of school life.

Feedback from parents and carers was positive. Despite a year of disruption caused by demolition works and changes to the school environment, parents commented that there had been little impact on children and recognised the work of the school in ensuring that children felt safe and supported. Parents consistently highlighted the patient, understanding and caring approach of staff and spoke positively about the learning experiences provided for children.

Parents welcomed improvements to the outdoor environment, including the development of the polycrub, climbing wall and frog pond, and recognised the positive impact these developments have had on pupils' experiences. Families also spoke positively about the nurturing ethos of the school and the strong relationships between staff and children.

Feedback gathered from parents and carers will help inform school improvement priorities for 2026/27, with particular focus on:

- Continued development of indoor learning spaces to meet the needs of all learners.
- Continued development of Additional Support Needs provision, including increased in-class support and playground supervision.



An example of parent/carers consultation held at our Learner Led Event

Staff

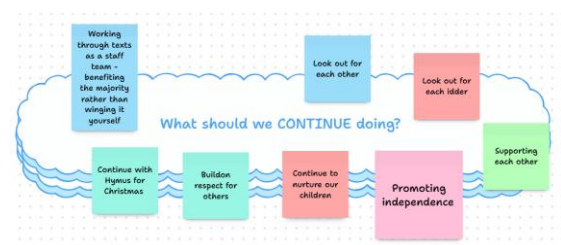
School staff have had regular opportunities to contribute to self-evaluation throughout the session through staff meetings, professional dialogue and questionnaires. Staff have also been involved in the authority-led consultation around the school environment and have contributed to the development of our renewed Vision, Values and Aims. These opportunities have enabled staff to reflect on developments throughout the year and identify priorities for future improvement.

Feedback from staff highlighted a number of positive developments across the school and ELC. In ELC, improvements to the snack area and block play provision, alongside increased staffing levels, have allowed for deeper interactions with children and have contributed to a calmer atmosphere. Across the primary school, staff recognised that continued adaptations to the learning environment, including reducing furniture and decluttering spaces, have resulted in calmer environments and improved engagement in learning. The project area is now used more effectively as a flexible learning space, whilst the outdoor area adjacent to the ASN room has provided additional opportunities for learning and regulation. Staff noted that the refreshed ASN space has created a calmer environment and supported children to remain more focused.

Staff also highlighted the positive impact of the development of the Polycrub and outdoor classroom, which has created opportunities for interdisciplinary learning and strengthened links with the school canteen through growing food. Ongoing developments to ASN provision have enabled increased in-class support and more targeted interventions for learners.

Feedback gathered from staff will help inform school improvement priorities for 2026/27, with particular focus on:

- Continuing to develop continuous provision in ELC, particularly within literacy and the home corner area.
- Further developing outdoor spaces to support gross motor skills and a wider range of learning experiences in ELC.
- Strengthening the quality and frequency of observations within ELC.
- Continuing to develop Learning, Teaching and Assessment across the school.
- Promoting positive behaviour, manners, respect and readiness to learn.
- Increasing opportunities for mental mathematics and outdoor learning.



Teaching staff self-evaluation



ELC staff environment self-evaluation

Community and other stakeholders

Due to an unsettled year in Dunrossness, consultation with the community and wider stakeholders has largely taken place through informal conversations and discussions linked to school events and partnership working. These opportunities have enabled the school to gather feedback on community engagement and identify opportunities to strengthen local partnerships.

Feedback from community members and stakeholders was very positive and highlighted the strong relationship between the school and the wider community. SMUHA continues to be a valued community event, bringing together people of all ages and providing opportunities for children to contribute to and celebrate local traditions. The success of the Da Voar Redd Up initiative was recognised by community members, with positive feedback received regarding pupils' contribution to improving the local environment.

The relocation of the school Christmas event to Hymhus was particularly well received. Community members commented on the welcoming atmosphere and valued the opportunity for greater involvement from the wider community. Partnerships with local organisations have continued to provide meaningful learning experiences for pupils. Residents at the local Care Centre greatly enjoyed visits from pupils during the festive period, while participation in local tree planting activities enabled learners to develop their understanding of environmental responsibility and sustainability.

Feedback gathered from community members and stakeholders will help inform school improvement priorities for 2026/27, with particular focus on:

- Exploring opportunities for intergenerational learning through partnerships with local community groups.
- Continuing to lead and contribute to community events such as SMUHA.
- Strengthening links with the local Care Centre and creating further opportunities for pupils to share their learning with residents.
- Building on opportunities for outdoor learning, sustainability and community-based learning experiences.



SMUHA 2026

Dunrossness Primary School

Standards & Quality Report 2025-2026

Progress made with the priorities from the current school improvement plan

Priority 1: *The school environment meets the needs of all learners*

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?
- Improved physical environment. - Improved social environment. - Improved structures and routines. - Better support for ASN learners. - More effective use of space. - Improved outdoor learning opportunities	Strong progress made: - Continued adaptations to classrooms and shared spaces. - ASN room and outdoor ASN space better utilised. - Project area functioning as a genuine multi-purpose space. - Reduced furniture and clutter. - Polycrub increasingly used as a learning environment. - ELC improvements to snack and block play areas. - Stakeholder feedback shows children feel safe and included. - Children and staff report some improvement in noise levels. - Pupils value playground improvements such as the climbing wall and basketball hoop.	Good progress has been made towards ensuring that the school environment meets the needs of all learners. Throughout the session, staff continued to adapt and improve learning spaces in response to pupil, staff and parent feedback. Changes to classroom layouts, reductions in furniture and clutter, and the improved use of shared spaces have contributed to calmer learning environments and increased engagement for many learners. The project area is now used more effectively as a flexible learning space, while the ASN room and adjoining outdoor area have provided additional opportunities for focused learning, regulation and support. Staff report that these developments have contributed to improved concentration and engagement for pupils who require additional support. In ELC, improvements to the snack area and block play provision, alongside increased staffing levels, have created a calmer environment and supported higher quality interactions between staff and children. Stakeholder feedback indicates that children continue to feel safe, included and supported within the school. Pupils spoke positively about improvements to the playground, including the climbing wall and basketball hoop, and recognised some improvements to noise levels across the school. The development of the Polycrub has also extended opportunities for outdoor learning, interdisciplinary learning and community partnership working.	Whilst progress has been made, consultation with children, parents, staff and partners demonstrates that further work is required. Outdoor learning opportunities remain an area for development and stakeholders continue to identify limitations relating to space, sensory needs and the suitability of some learning environments. As the complexity of learner needs continues to increase, further work will be required to ensure that all learning spaces fully support wellbeing, inclusion and engagement.

Priority 2: *Building a shared understanding of learning, teaching and assessment*

What were our outcomes?

- Develop a shared understanding of high-quality learning, teaching and assessment across the school.
- Improve consistency in classroom practice through professional learning, self-evaluation, quality assurance activities and pupil consultation.
- Ensure that learners experience high-quality learning and teaching across all classes.
- Increase pupil engagement, confidence and ability to articulate what helps them learn best.
- Develop a shared language and understanding amongst staff around effective learning, teaching and assessment.
- Improve consistency in planning, assessment and classroom practice.
- Ensure greater consistency in learning experiences for pupils and families across the school.
- Measure success through:
 - Staff self-evaluation
 - Observations of learning and teaching
 - Quality assurance of forward planning
 - Professional dialogue
 - Tracking and monitoring meetings
 - Attainment data

What did we do?

Progress towards this priority was slower than originally planned due to a period of disrupted staffing leadership during the session.

- Staff completed self-evaluation activities using the Northern Alliance Building a Shared Understanding Toolkit, establishing a baseline of strengths and areas for development in learning, teaching and assessment.
- Professional dialogue took place throughout the year, allowing staff to discuss effective practice and identify priorities for improvement.
- Work began on developing a quality assurance framework for forward planning to support greater consistency across classes.
- A shared classroom observation format was developed to support future learning visits and professional feedback.
- Staff continued to engage in discussions around learning, teaching and assessment despite competing priorities and leadership changes throughout the year.
- The refreshed Vision, Values and Aims were developed through consultation with pupils, staff, parents and partners, providing a foundation for future work on learning, teaching and assessment

What was the impact on learners?

- The development of quality assurance processes has established stronger foundations for improving consistency in learning and teaching across the school.
- Staff have begun to develop a more shared understanding of expectations around learning, teaching and assessment, although this work remains at an early stage.
- Learners have benefited from staff maintaining a focus on improving learning experiences despite significant leadership changes during the session.
- The intended outcome of a fully shared understanding of learning, teaching and assessment has not yet been fully embedded across the school.
- Further work is required to embed quality assurance processes, classroom observations and agreed expectations for high-quality learning and teaching.

ACEL Data:

	P1 Lit	P1 Num	P4 Lit	P4 Num	P7 Lit	P7 Num
25/26	68.4%	68.4%	53.8%	53.8%	78.6%	85.7%
24/25	60%	66.7%	66.7%	66.7%	66.7%	56%

Attainment data demonstrates improvements in most stages and curricular areas, particularly in P7 numeracy and P1 literacy. This provides a positive foundation for the continued focus on curriculum, learning, teaching and assessment during 2026/27.

NA Toolkit:

Staff identified that the following were areas to improve upon:

- Embed a range of assessment
- Staff to engage in the moderation cycle to support consistency
- Build a shared understanding of learners progress and next steps

What are the next steps and how do you plan to evidence the impact of further actions required?

This priority will continue into the next session to ensure improvements become embedded and lead to measurable improvements in learner experiences and outcomes. It will be strengthened and divided over 2 areas.

We aim to see an increased rise in our ACEL data supported by the use of targeted interventions through PEF investment

We also aim to roll out our refreshed Vision, Values and Aims as a focussed target in order to embed these in all elements of school life.

Pupil Equity Fund Reporting

Project/intervention:

Learning Support Assistant to be employed for 3 weeks each week in school. Their remit will be to support nurturing practice through in class support and nurture groups.

What was your gap?

Stakeholder Voice –

Children value nurture groups

Staff see the benefit of nurture groups; they have a positive impact on learning.

During consultation families have fed back that the school's nurturing ethos is a real positive to our children.

We want to have dedicated staff time to deliver meaningful nurture sessions.

Wellbeing is key to learning, and we want to be able to support this in every way possible.

Nurture has been a part of Dunrossness School for many years, with a proven record for success. By having a specific member of staff identified to drive this forward, we will be able to continue to support our children in line with our school ethos

Planned Outcome 1. Increase in engagement in class 2. Improved pupil wellbeing		Measures of impact on learners • The Learning Support Assistant identified to deliver this intervention left their post earlier than anticipated during the school year. • Due to a period of disruptive staffing, alternative staffing arrangements were not secured and, as a result, the planned intervention programme was not implemented as originally intended. • Despite this, the school remained committed to supporting learners through targeted interventions and carefully reviewed how Pupil Equity Funding could be used most effectively to support future improvement. • Remaining Pupil Equity Funding has been invested in a range of intervention resources to support literacy and numeracy interventions: - Nessy - Sumdog - Phonics Reading Books - Rapid Writing • These resources will enable interventions to be implemented from the beginning of the 2026/27 session, ensuring that staff have access to high-quality materials and programmes to support learners identified through the Shetland Vulnerability Criteria. • The school will continue to monitor the impact of these interventions through attainment data, wellbeing measures, professional dialogue and tracking and monitoring processes.
Teaching and Learning	✓	
Leadership		
Family and Community		

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	During 2025/26 the school successfully reviewed and refreshed its Vision, Values and Aims through consultation with pupils, staff, parents and partners. These will be rolled out next year and they will form the foundation for much of our improvement work.
Strategic planning for continuous improvement	Improvement priorities were informed through a range of self-evaluation activities and stakeholder consultation. Staff engage positively in professional dialogue and self-evaluation
Implementing improvement and change	Progress has been made against both school improvement priorities despite continued challenges relating to accommodation and increasing learner need.

Quality Indicator 2.3 Learning, teaching and assessment	
Learning and engagement	Most learners are engaged in their learning and report that they enjoy learning within their classrooms. Pupil consultation indicates that children feel safe, included and able to concentrate on their learning. Through consultation, pupils identified writing and mathematics as areas they have particularly enjoyed this session. Outdoor learning has increased through the development of the Polycrub and wider outdoor spaces, although children continue to identify this as an area for further development.
Quality of teaching	Progress towards developing a shared understanding of high-quality learning, teaching and assessment was slower than planned due to a period of disrupted staffing. However, staff engaged in self-evaluation using the Northern Alliance Building a Shared Understanding Toolkit, professional dialogue and the development of quality assurance processes. Staff remain committed to improving learning experiences and have identified clear next steps for continued improvement.
Effective use of assessment	Staff continue to use a range of formative and summative assessment approaches to support professional judgement and identify learner progress. Self-evaluation has highlighted the need to further develop moderation activities, assessment practices and shared understanding of progression and achievement of a level. These areas will form part of improvement activity during 2026/27.
Planning, tracking and monitoring	Tracking and monitoring processes continue to support discussions around learner progress and attainment. During 2025/26, work began on developing more robust quality assurance approaches to forward planning and classroom observation. Further development of tracking systems, curriculum pathways and quality assurance processes will support greater consistency and improved learner outcomes moving forward.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	
Wellbeing	The wellbeing of children and young people remains central to the work of the school. Stakeholder consultation highlights the caring, nurturing and supportive ethos of the school, with children reporting that they feel safe and included. Developments to learning environments, ASN provision and targeted support have contributed to calmer spaces and improved engagement for many learners.
Fulfillment of statutory duties	The school continues to fulfil its statutory duties in relation to safeguarding, child protection, Additional Support Needs and equalities legislation. Systems are in place to identify and support children requiring additional support and partnership working continues to support positive outcomes for learners.
Inclusion and Equality	The school remains committed to ensuring equity and inclusion for all learners. Continued development of ASN provision, increased in-class support and targeted interventions have strengthened support for children requiring additional assistance. Staff work closely with families and partners to reduce barriers to learning and ensure all children are able to participate fully in school life. The school's nurturing ethos remains a significant strength identified by pupils, parents and staff.

Quality Indicator 3.2 Attainment and achievement	
Attainment in literacy and numeracy	Attainment data demonstrates strengths across a number of stages and curricular areas. Improvements can be seen in several measures compared to the previous session, particularly within P1 literacy and P7 numeracy. Whilst attainment remains broadly positive, the school recognises the need to strengthen approaches to learning, teaching, assessment and tracking to ensure continued improvement for all learners.
Attainment over time	The school continues to monitor attainment through tracking meetings, professional judgement and assessment information. Self-evaluation has identified the need for more robust tracking systems which capture learner progress in greater detail, particularly within literacy and numeracy. This will be a key focus during 2026/27.
Overall quality of learners' achievement	Children continue to achieve success across a range of school and community activities. Participation in events such as SMUHA, Da Voar Redd Up, tree planting projects and community events at Hymhus and the local Care Centre have provided opportunities for children to develop confidence, responsibility, leadership and citizenship skills.
Equity for all learners	The school remains committed to reducing barriers to learning through targeted support, ASN provision and the effective use of Pupil Equity Funding. Although planned PEF interventions were impacted by staffing changes during the session, resources have been secured to strengthen targeted interventions in literacy, numeracy and communication from the beginning of the 2026/27 session.

Self-Evaluation against ELC Headings

Leadership	Throughout the session, ELC staff have engaged in ongoing self-evaluation and reflective practice to identify strengths and areas for development. Staff have contributed to improvement planning and have developed a clear understanding of priorities within the setting. Staff are involved in decision-making and are committed to improving outcomes for children. Self-evaluation activities have identified key areas for continued development, including strengthening children's participation in decision-making, developing observations and assessment approaches and ensuring that improvements are informed by robust evidence. Moving forward, the development of a shared curriculum rationale will support greater coherence across ELC and Primary and ensure that our Vision, Values and Aims are reflected in children's daily experiences.
Children thrive and develop in quality spaces	Children benefit from a welcoming, nurturing and inclusive environment that supports wellbeing, independence and engagement. Improvements to the learning environment throughout the session have created calmer, more purposeful spaces which encourage exploration and sustained play. Recent developments to the snack area and block play provision have enhanced children's opportunities to develop independence, communication and problem-solving skills. Children have regular access to outdoor learning experiences and benefit from a range of indoor and outdoor environments that support active play, creativity and curiosity. Staff continue to evaluate the environment to ensure it meets the needs of all learners. Future developments will focus on enhancing outdoor provision, increasing opportunities for gross motor development and ensuring that all areas of continuous provision effectively support children's learning and development.
Children play and learn	Children are happy, engaged and increasingly confident in leading their own play. Positive relationships between children and staff support wellbeing, learning and development. Staff know children well and use this knowledge to respond to their interests, strengths and individual needs. Children experience a range of play-based learning opportunities which support the development of language, literacy, numeracy and wellbeing. Staff are continuing to develop approaches to planning, observations and assessment to ensure that learning is clearly identified and next steps are responsive to children's interests and developmental needs. Self-evaluation has identified opportunities to further strengthen the quality and consistency of interactions, observations and planning. Staff have also identified literacy within continuous provision and outdoor learning as key areas for ongoing development.
Children are supported to achieve	Children are making progress across their learning and development and are developing confidence, independence and resilience through a wide range of play and learning experiences. Staff know children well and work closely with families and partners to ensure that individual needs are identified and supported appropriately. Children are increasingly able to make choices, lead aspects of their learning and develop important skills for life and learning. Strong relationships with families support continuity between home and nursery and contribute positively to children's wellbeing and achievement. Staff recognise the need to further strengthen approaches to recording, tracking and evidencing children's progress over time. Continued development of observations, assessment and planning processes will support staff to identify achievements, celebrate success and plan effectively for children's next steps in learning.

Please self-evaluate each core quality indicator according to:

<u>How Good is Our School 4th Edition</u>	<u>Quality Improvement Framework for ELC</u>
1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent	Level 1: unsatisfactory Level 2: weak Level 3: satisfactory/adequate Level 4: good Level 5: very good Level 6: excellent

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	ELC Self-Evaluation
1.3 Leadership of change	4	Leadership	4
2.3 Learning, teaching and assessment	3	Children thrive and develop in quality spaces	4
3.1 Ensuring wellbeing, equality and inclusion	4	Children play and learn	4
3.2 Raising attainment and achievement	3	Children are supported to achieve	4

School Improvement Plan

2025-2026

Factors Influencing the School Improvement Plan

Local authority factors

- Children's Services Directorate Plan
 - Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
 - Reduce the number of children and young people affected by poverty;
 - Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.
- The Ambition - Excellence and Equity for Shetlands' learners 2022-2026
- Support for Learning Review
- Devolved School Management
- Digital Learning and Teaching Strategy

National factors and drivers

- Education Reform including Curriculum Improvement
- National Improvement Framework
- The Scottish Attainment Challenge (PEF/SEF/CECYP fund)
- Education Reform
- Getting It Right for Every Child
- Developing Young Workforce
- Reduced Class Contact Time

School/Local factors

- Continued focus on developing a coherent curriculum in line with local authority priorities and Quality Indicator 2.2 Curriculum.
- Embedding the school's refreshed Vision, Values and Aims and ensuring they are reflected in the life and work of the school.
- Continuing to develop a shared understanding of high-quality learning, teaching and assessment across the school.
- Strengthening quality assurance processes, including forward planning, classroom observations and professional dialogue.
- Maintaining and improving attainment in literacy and numeracy, whilst ensuring appropriate challenge and support for all learners.
- Continued increase in the complexity of Additional Support Needs across both the primary school and ELC.
- Ongoing development of outdoor learning opportunities and the use of the local environment to support learning across the curriculum.
- Continued development of interventions and targeted support to improve outcomes for identified learners.
- Strengthening pupil participation and ensuring children's views continue to inform school improvement and curriculum development.
- Maintaining staff wellbeing and supporting professional learning following a period of leadership change and staffing challenges.

UNCRC

- The school's refreshed Vision, Values and Aims have been developed through consultation with pupils, staff, parents and partners and reflect our commitment to children's rights and participation.
- All classes will develop and regularly revisit Class Charters, linked to the UNCRC, to promote children's understanding of their rights and responsibilities.
- Assemblies throughout the year will provide opportunities to explore children's rights and how these are reflected in the life and work of the school.
- Learning and teaching activities will continue to promote respect, inclusion, participation and wellbeing, ensuring that children's rights remain central to decision-making and school improvement.
- Through the school's nurturing ethos and inclusive approaches, we will continue to support children to understand and exercise their rights while respecting the rights of others.

Article 12 (voice and participation)

Article 28 (education)

Article 29 (development of talents, abilities and values)

Article 19 (safety and protection)

Article 2 (non-discrimination)

Tackling inequalities, Poverty proofing and Cost of the school day

- Information regarding free school meals, clothing grants and other available support will continue to be shared with families in a sensitive and supportive manner.
- The school's strong knowledge of its community will allow support to be targeted discreetly and appropriately to families who may benefit from additional assistance.
- We will continue to review school activities, events and learning experiences to ensure that costs to families are minimised wherever possible.
- Outdoor learning opportunities will be developed using school-owned resources to reduce any financial barriers to participation.
- Through the use of Pupil Equity Funding and targeted interventions, support will be provided to learners identified through the Shetland Vulnerability Criteria to help improve outcomes and reduce barriers to learning.
- We will continue to promote inclusion and equity through our nurturing ethos, ensuring that all learners have access to the resources, experiences and support they need to achieve success.
- Tracking and monitoring processes will be used to identify and support learners who may be at risk of disadvantage, ensuring early intervention where appropriate.

Pupil Equity Fund – Planning and Reporting

PEF Planning		
Project/intervention: <i>Raising Attainment / Targeted Intervention.</i> What data/evidence informs this? (what is your gap?) School attainment and tracking data, alongside professional judgement, identify a number of learners who require additional support to make expected progress in literacy, numeracy and communication. Analysis of attainment and progress data demonstrates the need for timely, targeted intervention and more consistent monitoring of progress. Learners will be identified using attainment information, professional judgement and the Shetland Vulnerability Criteria, ensuring PEF resources are targeted towards reducing identified barriers to learning.		
Planned Outcomes - Identified learners make measurable progress in literacy, numeracy and/or communication. - Learners receiving targeted intervention demonstrate increased confidence, engagement and independence. - Staff use consistent tracking and assessment information to identify need, plan intervention and evaluate impact. - Targeted interventions lead to measurable improvements in learner outcomes.	Details of project/intervention: PEF funding will be used to provide staffing to deliver targeted interventions for identified learners. Interventions will be selected based on individual need and may include: - Nessy - Sumdog - Rapid Writing - Maths Recovery - Speech and Language interventions and resources - Reading interventions - Toe by Toe Interventions will be delivered individually and in small groups, with progress monitored through tracking and monitoring processes, assessment information and professional dialogue.	Resources and Lead Person Pupil Equity Funding allocation will allow for 5 hours of additional teacher time to lead and deliver intervention work across the school
Measures of impact on learners - Intervention entry and exit data collection. - Tracking and monitoring meetings three times per year. - Literacy and numeracy attainment and progress data. - Teacher professional judgement. - Learner engagement, including Leuven Scale where appropriate. - Pupil voice and learner conversations. - Progress against individual intervention targets.		
Teaching and Learning	x	
Leadership		
Family and Community		

School Improvement Plan Priorities

Priority 1: Developing a Coherent Curriculum and Shared Understanding of High-Quality Learning, Teaching and Assessment

Are we teaching the right things in the right way?

Continuation from previous year? Yes

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome.	Measures	Resources and Lead Person
- Progress towards the 2025/26 Learning, Teaching and Assessment priority was slower than planned due to a period of unsettled staffing. - Self-evaluation using the Northern Alliance Building a Shared Understanding Toolkit identified a need to develop greater consistency in learning, teaching and assessment across the school. - Staff consultation identified a need to continue developing Learning, Teaching and Assessment, including moderation, professional dialogue and quality assurance processes. - Pupil consultation highlighted the importance of engaging learning experiences and identified outdoor learning as an area for further development. - The refreshed Vision, Values and Aims provide an opportunity to ensure that curriculum design and delivery reflect the needs and aspirations of the school community.	Impact for Pupils - Learners experience high-quality, consistent learning and teaching across all classes. - Learners can articulate what helps them learn and identify their next steps. - Learners experience a coherent curriculum with clear progression pathways. - Learners have increased opportunities to engage in meaningful outdoor learning. - Learners demonstrate increased engagement and ownership of their learning. Impact for Staff - Staff develop a shared understanding of high-quality learning, teaching and assessment. - Staff confidently use curriculum pathways and progression frameworks to plan learning. - Staff engage in professional dialogue, moderation and quality assurance activities to improve practice. - Staff use evidence from observations, pupil voice and self-evaluation to identify next steps.	- Northern Alliance Building a Shared Understanding Toolkit completed in September 2026 and repeated in May 2027. - Whole staff professional reading programme using Bruce Robertson's <i>Power Up Your Pedagogy</i>. - Development of progression frameworks/tracking pathways for literacy and numeracy. - One forward plan quality assurance activity per planning block for all teaching staff. - Three classroom observations/learning visits completed across the session for each class teacher. - Moderation activities completed termly, following the moderation cycle. - Staff professional dialogue recorded through collegiate activities.	- Bruce Robertson – <i>Power Up Your Pedagogy</i> - Northern Alliance Building a Shared Understanding Toolkit - Education Scotland Curriculum Improvement Cycle resources - Staff collegiate time - Moderation materials and curriculum frameworks - Head Teacher - Teaching Staff and ELC Staff (Shared development times throughout the year)

- Quality assurance processes, including forward plan reviews and classroom observations, require further development and embedding. - The local authority focus on Curriculum (HGIOS 2.2) and the Curriculum Improvement Cycle provides an opportunity to review curriculum pathways, progression and skills development. - School self-evaluation has identified the need to strengthen understanding of progression within literacy and numeracy and ensure consistency across classes.	Impact for Families - Families experience greater consistency in learning experiences across the school. - Families have increased confidence in the school's curriculum and approaches to learning and teaching.		
Monitoring priority progress over time: impact on learners: - Head Teacher will lead self-evaluation using the Northern Alliance Building a Shared Understanding Toolkit in September 2026 and May 2027 to measure progress over time. - Forward plans will be quality assured by the Head Teacher once per planning block, with written feedback and identified next steps provided to staff. - Classroom observations will be carried out by the Head Teacher three times throughout the session, focusing on agreed aspects of high-quality learning, teaching and assessment. - Tracking and monitoring meetings will take place three times per year, allowing professional dialogue around learner progress, attainment and next steps. - Staff will participate in termly moderation activities, using the moderation cycle to develop a shared understanding of standards and achievement of a level. - Progress in developing curriculum pathways and curriculum frameworks will be reviewed through collegiate activities and staff self-evaluation. - Evidence of outdoor learning will be monitored through forward planning, classroom observations and pupil feedback. - Attainment and achievement data, including ACEL and school-based assessment information, will be reviewed throughout the year to identify the impact of improvements in learning, teaching and assessment. - Progress against planned outcomes will be reviewed by the Head Teacher and staff team at key points throughout the year and used to inform next steps within the Curriculum Improvement Cycle.			
What will success look like?			
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see	
- Baseline self-evaluation completed using the Northern Alliance Building a Shared Understanding Toolkit. - Agreed features of high-quality learning, teaching and assessment identified and shared with all staff. - Staff engaged in professional reading and discussion of Bruce Robertson's <i>Power Up Your Pedagogy</i>. - Baseline curriculum pathway audit completed, identifying strengths, gaps and next steps. - First forward plan quality assurance cycle completed and feedback shared with staff. - First classroom observation/learning visit completed. - Outdoor learning expectations agreed and reflected within forward planning.	- Staff demonstrating increased consistency in agreed approaches to learning, teaching and assessment. - Curriculum pathways for literacy and numeracy drafted and being trialled across the school. - Second quality assurance cycle completed, showing progress against identified next steps. - Second classroom observation/learning visit completed. - Moderation activities completed for literacy and numeracy, with evidence of professional dialogue around standards and progression. - Tracking and monitoring information being used consistently to identify learner progress and next steps. - Outdoor learning opportunities planned and delivered across all classes.	- Improvement in staff self-evaluation outcomes compared to baseline Northern Alliance Toolkit data. - Curriculum pathways for literacy and numeracy agreed and embedded across the school. - Quality assurance processes for forward planning and classroom observations embedded and informing improvement. - Staff confidently engaging in moderation activities and using assessment evidence to support professional judgement. - Learners experiencing consistent approaches to learning, teaching and assessment across classes. - Outdoor learning embedded as a planned and meaningful part of the curriculum. - Evidence of improved learner engagement, progress and attainment through tracking, monitoring and assessment information.	

What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		

Priority 2: Embedding our Vision, Values and Aims Through a Pupil-Led Curriculum Rationale

Continuation from previous year? Yes

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority: • During 2025/26, children, staff, parents, carers and community partners contributed to the development of a refreshed Vision, Values and Aims for Dunrossness Primary School and ELC. • Stakeholder consultation demonstrated strong engagement with the process and a desire to see the Vision, Values and Aims reflected more clearly in the life and work of the school and ELC. • Self-evaluation identified a need to strengthen links between the Vision, Values and Aims, curriculum design and learner experiences. • The local authority focus on Curriculum (HGIOS 2.2) provides an opportunity to develop a curriculum rationale which reflects the unique context of Dunrossness Primary School and ELC. • Children and young people consistently demonstrate a strong sense of belonging within the school community and should play a central role in shaping how the curriculum reflects their aspirations, interests and experiences. • ELC self-evaluation has identified opportunities to strengthen children's participation in curriculum decision-making and further develop the links between Realising the Ambition and the school's Vision, Values and Aims.	Planned Outcome Impact for Learners • Children across ELC and Primary understand and can demonstrate the school's Vision, Values and Aims in age-appropriate ways. • Learners play a meaningful role in shaping the curriculum and wider life of the school and ELC. • Learners can identify how their learning connects to the Vision, Values and Aims. • Learners experience a curriculum which reflects their local context, interests, strengths and aspirations. • Learners develop increased ownership of their learning and school community. Impact for Staff • Staff have a shared understanding of the Vision, Values and Aims and their role in delivering them. • Staff use the curriculum rationale to inform planning, learning and teaching. • Staff can clearly articulate how the curriculum reflects the school's context, values and aspirations. • Staff use the Curriculum Improvement Cycle to evaluate and improve curriculum design and delivery. Impact for Families and Community • Families and partners understand and support the school's Vision, Values and Aims. • Families and community members recognise their contribution to the curriculum and wider life of the school. • Strong partnerships continue to enrich learning experiences across ELC and Primary.	Measures • Pupil-led development of a curriculum rationale linked to the Vision, Values and Aims. • Curriculum rationale developed through consultation with children, staff, families and partners. • ELC children contribute through observations, conversations, planning discussions and play-based consultation activities. • Assemblies throughout the year focus on the Vision, Values and Aims and their application in school life. • Class Charters developed and reviewed in all classes, linked to the UNCRC and the school's Vision, Values and Aims. • ELC staff use Realising the Ambition alongside the Vision, Values and Aims to review learning experiences and environments. • Learning conversations used to evaluate children's understanding of the Vision, Values and Aims. • Evidence gathered through pupil voice, staff self-evaluation, observations and stakeholder consultation.	Resources and Lead Person • Head Teacher • All Staff • Pupil Council • School Vision, Values and Aims • Realising the Ambition • Curriculum for Excellence • Education Scotland Curriculum Improvement Cycle • HGIOS4 and HGIOELC
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Monitoring priority progress over time: impact on learners

- Head Teacher to lead termly review activities through pupil consultation activities.
- Pupil voice gathered through questionnaires, assemblies, learner conversations and Pupil Council activities.
- ELC children's views gathered through observations and conversations.
- Staff self-evaluation undertaken throughout the year to assess understanding and implementation.
- Curriculum rationale reviewed collaboratively with pupils, staff, families and partners.
- Evidence gathered through planning, observations, learning walks and stakeholder feedback.
- Progress reviewed at November, February and May milestones and used to inform next steps within the Curriculum Improvement Cycle.

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• All classes and the ELC exploring the Vision, Values and Aims through assemblies, discussions, stories and play experiences. • Baseline pupil voice gathered regarding understanding of the Vision, Values and Aims. • Initial curriculum rationale discussions completed with children and staff. • ELC observations demonstrating children's engagement with the Vision, Values and Aims. • Class Charters developed and linked to the UNCRC and the school's Vision, Values and Aims.	• Draft curriculum rationale developed with significant involvement from children across ELC and Primary. • Children increasingly able to explain the Vision, Values and Aims and identify how they relate to school life. • Staff using the Vision, Values and Aims to support planning and decision-making. • ELC staff identifying how the Vision, Values and Aims are reflected in play, interactions and learning experiences. • Feedback gathered from families and community partners on the emerging curriculum rationale.	• A Dunrossness Curriculum Rationale agreed and shared with stakeholders. • ELC and Primary learners able to identify examples of the Vision, Values and Aims within their learning. • Evidence of the Vision, Values and Aims influencing learning experiences, curriculum design and school improvement priorities. • Positive stakeholder feedback regarding the school's direction, ethos and curriculum. • A clear and coherent learning journey articulated from ELC through to P7 • By May 2027, 100% of classes and the ELC will be able to evidence how the Vision, Values and Aims are reflected within their learning environment and planning.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?

End of Session Summary of Progress and Impact

Working Time Agreement for:		Dunrossness Primary School
School Session:		2026-2027
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	2 hours per pupil (based on 24 pupils)	48
Parents Meetings	1 meeting per child 10 mins per child plus 0.5 hrs prep time (based on 24 children)	16
Learner Led Event	Evening event in school	2
Staff Professional Review and Development	PRD Meeting plus associated preparation.	2
GIRFEC Review Meetings	Preparation time and time to attend meetings	5
Christmas Performance	Performance plus preparation time	3
Union Branch Meetings	1 x 3 hours	3
Tracking and Monitoring	3 x meetings with HT plus time allocated to SEEMiS input	10
Parent Communication	Blog entries and correspondence	15
ASN Consultations	2 hour per term	8
Passing on Information	2 x 2hr meeting plus prep time	6
Moderation Activities	1 x 1.5 hours per planning block	4.5
Resource Familiarisation	Accelerated Reader/Emerging Literacy	4
Staff Business Meetings	Number of business meetings 8 x 1.5hrs	12
Staff Wellbeing	1 session per term	4
Flexibility	To be decided by individuals	20
Total	Time required for essential school operational activities	162.5
Collegiate time remaining for development tasks		
SIP Priority 1	Combination of Working Group Time, Information Sharing and Personal Development	19
SIP Priority 2		
	5 x 1.5 hours set meeting times for SIP priority	7.5
Quality Assurance	Self Evaluation activities 4 x 1.5 hour sessions	6
	Time allocated to development tasks	32.5
Total		
	Total collegiate time allocated	195

Signed Copy Held in School

