

# **Fair Isle Primary and ELC**



## **Standards & Quality Report 2019-20**

**and**

## **School Improvement Plan 2020-2021**

## Introduction

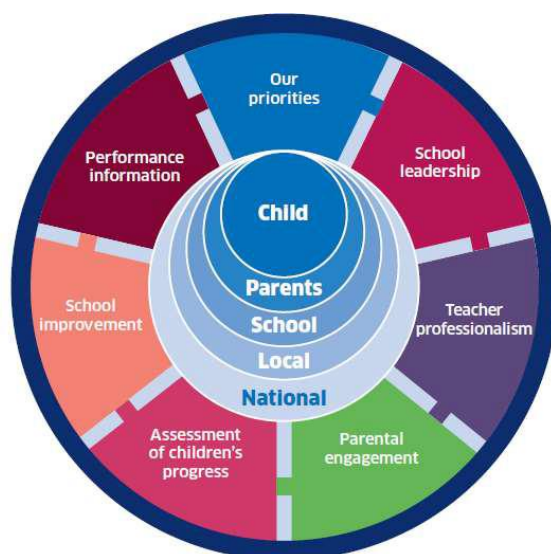
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2020-21. 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:



## Context of the School

Fair Isle Primary and ELC is a small, one teacher school situated in the centre of the island.

Fair Isle is the southernmost island in Shetland. The island is located almost half way between Shetland and Orkney.

Fair Isle Primary is a non-denominational school. The school has a small office and three classrooms. Two are used by the school children and one for ELC. The children work as a whole class group, in smaller groups or individually depending on the learning taking place. The school has use of the adjoining community hall for PE, toilets and school meals.

The school is supported by the Parent Council and has close links with the Anderson High School and other associated primary schools.

The community playground is located beside the school. The playground includes swings and climbing play equipment which the pupils can use during playtime. To the south of the playground we have an established school garden. In May/June 2019 we redesigned and updated our playground and garden. All school community members helped to weed, scrub, clean and paint (climbing equipment, fences, handrails...) etc. In 2020 holes in the nursery eaves and dykes have been filled in to stop birds nesting and making the whole area a mess and our EYA has painted letters and numbers on the playground. In term 4 2020 the staff have maintained all outside areas to be ready for the children to return in August.

The expected school roll for 2020/21 will be 4 school pupils and 1 child in ELC.

At Fair Isle Primary School, we believe that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across our school community.

We work hard to ensure that Fair Isle Primary School and Pre-school is a safe, welcoming, inclusive, child-centred, happy place to learn and work.

We value quality relationships, friendships and teamwork based on trust, respect and compassion.

We want every pupil to achieve the best that they can through interesting, creative and challenging experiences.

We will nurture an ethos of inclusion, safety, equal opportunities, fun, care and compassion working in partnership with each other and with the local and wider community.

We aim to

- establish good patterns of behaviour (caring, cooperation, sharing), nurture self-esteem and build confidence and independence
- develop a culture of ambition and achievement
- work in partnership with parents, the community and other agencies in order to meet the needs of every child in our school
- promote the outdoor environment as a space for learning and encourage everyone to explore, appreciate and respect their world
- promote equality, equity, honesty, fairness and respect to all within the school community

We want our pupils to be confident and leave with happy memories.

More information about our school is available in our:

School Handbook 2020/21

Curriculum Rationale (December 2017)

Parental Involvement and Parental Engagement Strategy (December 2018)

HGIOS4/HGIOELC/Building the Ambition/Realising the Ambition (2020) self-evaluations for self-improvement

All available on request

Website: <https://blogs.glowscotland.org.uk/sh/fairisleprimaryschool/>



## Whole School Engagement

### Ethos and Communication

- All stakeholders are involved in improving the life and work of the school.
- Regular communication (email/text/letter/phone) between staff and parents.
- Open door policy to parents to discuss their child whenever they wish.
- Parents support our vision, values and aims.
- Parent/pupil/Parent Council notices/information displayed in the school porch.

### Family Learning

- Termly parent/teachers meetings.
- Yearly written reports.
- Parents support their child's learning through personalised homework.
- Personalised learning plans.
- Pupils plan learning through termly class plans/ 'All about Me' - these are shared with parents.
- Learners share their learning with their parents through open afternoons, displays etc.

### Family and Further Community Involvement

- Termly open afternoons for parents.
- Learner's achievements (in and out of school) are celebrated in the FIT and on our 'Success Wall'.
- Parents and community members participate in events such as book weeks and fundraising.
- Parents and community members visit to share their skills/knowledge with the children.
- Regular school trips to aid transition to the High School.
- During P7 parents are encouraged to visit the AHS and Halls of Residence to meet staff.
- Most parents are physically in the school daily and engage with all staff.
- All parents and the community support the school and attend all school events eg P7 leavers show, Christmas concerts etc.
- Parents encouraged to share skills with pupils eg crafts for enterprise, wildlife watching.

### Fundraising

- A range of items made for fundraising (t-towels, teddies, Christmas decorations, postcards) for sale for School Funds.
- Sales table at cruise ship visits.
- Charity fundraising events.

## Fair Isle Primary School Parental Involvement and Parental Engagement Strategy December 2018

### Decision-making

- All parents are members of the Parent Council.
- Termly Parent Council meetings.
- Parents involved in the creation/review of the vision, aims and values of the school.
- Parents and pupils are invited to respond to a range of formal and informal self/evaluation activities eg HGIOS, yearly questionnaires.
- All documents/policies are discussed e.g. HGIOS4, Curriculum Rationale, term plans, S and Q, SIP.
- All parents/staff/pupils wrote and support our Curriculum Rationale and design.
- Parents involved in recruitment and selection of Head Teacher.
- Pupils write whole school termly learning plans together and also write personal targets each term in their 'All About Me' section of their learning folders.

**Documents:** FIPS HGIOS4 Self Evaluation for self-improvement; FIPS Handbook; SIC Parental Involvement and parental Engagement Strategy 2018; Scottish Schools (Parental Involvement) Act 2006;

See Also; The National Parent Forum of Scotland and Parentzone Scotland.

## Standards & Quality Report 2019-20

### Progress made with the Priorities from our 2019-20 School Improvement Plan

Key Areas	Actions Needed	End Term 1 update	End Term 2 update	End Term 3 update	End Term 4 update
Developing the Young Workforce (DYW)	<p>Develop, expand, embed and transfer</p> <ul style="list-style-type: none"> <li>- Skills for Learning, Life and Work</li> <li>- Creativity Skills</li> <li>- Enterprise Skills</li> </ul>		Skills for different jobs looked at on school trips, visiting places of work.	MWOW (Skills Development Scotland) website to be accessed for P5, 6 and 7.	Pupils have all accessed the site during home learning. To be continued in school next term. It will be Improvement Priority 1 on our 2020/21 School Improvement Plan
Become a 'Rights Respecting School'	<p>Rights Respecting Schools Bronze Award achieved.</p> <ul style="list-style-type: none"> <li>• Children play a more active and meaningful role in decision making.</li> <li>• Children have increased awareness of articles.</li> <li>• Children benefit from fully embed RRS ethos re every day practice/interactions.</li> <li>• Children have improved manners and respect for others.</li> <li>• Children feel supported and take more responsibility for their actions.</li> <li>• Improved behaviour</li> <li>• Children, Parents and Staff more confident/willing to take on leadership roles.</li> <li>• Children have improved attitudes and are more motivated.</li> </ul>	Fundi applied for	Funding granted	START!	Due to funding/pupil absences and then closure this was not started. It will be Improvement Priority 2 on our 2020/21 School Improvement Plan

<p>Health and Wellbeing</p>	<p>Improved health and wellbeing for all learners: Introduction of Jigsaw scheme of work covering all E's and O's/Benchmarks for HWB (-P.E) eg -SHANARRI -Mindfulness - Nurturing -Online safety - Emotional Literacy</p>		<p>Jigsaw - Resource bought</p>	<p>Resource evaluated and will be implemented in August 2020.</p>	<p>'JIGSAW' Staff development/reading completed.  Implementation of 'Jigsaw' and the South Mainland Cluster 'Health and Wellbeing progression pathway' will be Improvement Priority 3 on our 2020/21 School Improvement Plan.  Our Health and Wellbeing Learning Progression will be developed.</p>
<p>Improvement in attainment in Literacy and English</p>	<p>Develop a whole-school approach to emerging literacy, language and communication  Highland Literacy audits, training, professional learning, use of developmental overviews.  Audit 'Fair Isle Primary Writing Progression Framework' - written March 2019 for effectiveness with pupils.</p>	<p>Information gathered - EYA and HT  Emergency Literacy courses attended / Online time spent reading on Highland website - EYA and HT</p>	<p>Highland Literacy Progression adopted  Folders produced for FIPS 'Literacy and English Learning Progression' ELC to P7  Emerging Literacy courses attended - EYA and HT</p>	<p>Pupils to start using the framework to record their level/knowledge  Use of 'Next Generation Highland Literacy' Resources to stimulate writing tasks</p>	<p>SNSA (P1/4/7) for P7. Due to school closure Scottish Government SNSA testing has not been done.  SWST/SWRT/P1 Highland Literacy testing will be done in term 1 2020/21  The 'Next Generation' Highland Literacy resources will continue to be used to plan learning and the assessments to confirm levels.  Pupils will become more engaged in the framework next term.</p>

<p>Ready for ELC Expansion 2020?</p> <p>Indoor and Outdoor Environments</p> <p>Pedagogy</p>	<p>Actions taken from HGIOELC? (Self-evaluation)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>Indoor and outdoor environment evaluation</p> <p>Write ELC pedagogy document</p> <p>Ready for expansion? - sleeping and nappy changing (read 'Space to grow')</p> <p>Embed UN Convention on the Rights of the Child (UNCRC) into our practice.</p> <p>Ensure GIRFEC embedded</p> <p>EYA to start SVQ Childcare qualification</p> <p>First Aid Training</p> <p>2.1 Safeguarding and child protection</p> <p>Nurture training for EYA to be looked into</p> <p>2.2 Curriculum</p> <p>The production of 'ELC Pedagogy' document</p> <p>2.3 Learning, teaching and assessment</p> <p>Progression Frameworks eg Highland Literacy and SEAL through ELC/P1 to be looked at (CPD)</p> <p>2.5 Family learning</p> <p>Stay and Play sessions for parents to be organised alongside open afternoons</p> <p>3.1 Ensuring well-being, equality and inclusion</p> <p>Staff Training (CPD) - GIRFEC, Child Protection, Nurture</p>	<p>Sleeping arrangements (required for extended hours)</p> <p>Bedding bought</p> <p>Nappy changing regulations discussion with SIC/CI (required for under 3yr olds)</p> <p>Child Protection training undertaken</p>	<p>Agreed by Care Inspectorate that nappy changing could be provided in existing nursery toilet with use of wall mounted fold down table. Toilet will then be out of bounds to others.</p> <p>'Northern Alliance Numeracy and mathematics Learning Progressions' adopted.</p> <p>-Folders produced for FIPS 'Numeracy and Mathematics Learning Progression' ELCC to P7</p> <p>Highland Literacy Progression adopted</p> <p>-Folders produced for FIPS 'Literacy and English Learning Progression' ELCC to P7</p>	<p>Nappy Table bought.</p> <p>Apply for 2yr old registration with C.I once table installed</p> <p>Reviewed Self-evaluations of HGIOELC/ C.I standards/ Building the Ambition</p> <p>Self-evaluation of new Care Inspectorate Standards completed</p> <p>Evaluation of C.I 'Record keeping and Reporting' completed</p> <p>Duty of Candour completed</p> <p>SEAL maths programme started</p>	<p>Production of FIELC 'Framework for play and learning'/ Pedagogy is well under way and will hopefully be finished by the end of term.</p> <p>'Realising the Ambition' has been evaluated to assist in improving our early year's provision.</p> <p>Nappy changing table has been installed to allow us to apply for 2 year old registration. We are waiting to hear back from the Care Inspectorate.</p> <p>Our indoor environment has certainly changed. Early learning will now take place in the 'old' classroom and the shared room in the middle is home to many creative, STEM, art, design, and construction resources.</p> <p>The room has been re-painted, new equipment/resources bought and looks great! It has been designed to enhance children's learning and enjoyment. It will be evaluated once the children have used it and we can see how the spaces work for them.</p>
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	3.3 Developing creativity and skills for life and learning Embedding the Career Education Standard (3-18) and skills for learning, life and work		Emergency Literacy courses attended - E and R	Indoor environment currently being reviewed/de-cluttered etc	Improvement Priority 5 on our 2020/21 School Improvement Plan will continue our work on improving/monitoring/evaluating our early learning provision.
EXTRAS	Learning Progressions Frameworks are now expected by Education Scotland for all subjects. These show the learning pathway followed by the pupils in each subject.				
Numeracy and Maths Progression		Northern Alliance Numeracy and mathematics Learning Progressions' to be evaluated.	'Northern Alliance Numeracy and mathematics Learning Progressions' adopted  Folders produced for FIPS 'Numeracy and Mathematics Learning Progression' ELCC to P7	Pupils to start using the framework to record their level/knowledge	Due to closure this will happen in term 1 2020/21 when we re-open
Modern Languages Learning Framework and Tracker		N/A	N/A	Progression Framework from the National Improvement Hub (Education Scotland) to be evaluated	Used to support staff in end of year report writing 2020 and will be used to track pupil progress from August.

Technologies: Digital Learning		N/A	N/A	Evaluate:  SIC 'Digital Learning and Teaching Strategy' and 'Digital Support Package'.  National Technologies Network 'What digital learning might look like'	Moved forward to be Improvement Priority 4 on our 2020/21 School Improvement Plan: Technologies STEM Digital Learning
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## 2019/20 Highlights:

The 2019/20 school year has been a 'different' one for the staff and pupils at Fair Isle Primary due to covid-19 and our school being shut for term 4. We are though proud of many events and achievement of the pupils and staff over the year.

The start of the school year saw our pupil who spent her P6 year in France return to school for P7. All other pupils remained the same with 1 in early years, 1 in P3 and 2 in P6. This stayed the same throughout the year.

The children have had excellent learning experiences from all staff (and visitors and activities out with school) and along with the parents and the community we have a school with a great positive and forward looking ethos.

## **Term 1**

The school opened with Ms Caroline Breyley in charge due to the Head Teacher being absent due to family illness/bereavement. The children benefitted greatly from Caroline's ICT expertise and learnt many new skills. Hannah Bell came for a visit to the isle and ran 'Coastal sessions' with the pupils (instead of the clog dancing she usually does with the children). We celebrated Shetland Wool Week's 'Fair Isle Friday' by learning about Fair Isle knitting from Anne at the museum and a visit to 'Fair Isle made in Fair Isle' where Hollie told us all about her knitting business and we got to dress up in her merchandise!

## **Term 2**

Two school trips were managed this term (both with Fetlar Primary School). The trip in November had a continuing focus on 'Developing the Young Workforce' with a trip to Northlink. This was a brilliant activity and we booked them straight up for our December trip as we did not have time to get round the whole boat. The climbing wall at Aith was tried for the first time and all the children really enjoyed it, most of them getting to the top of all the walls. Swimming lessons, the library, play parks and museum filled up the rest of the time. We also visited the war memorial in Lerwick and attended a press photo for the Shetland MRI scanner appeal which we had raised money for by selling daffodil bulbs.

The panto trip went ahead in December. The panto, 'Sleeping Beauty', at the Garrison was brilliant. We also did STEM Lego robot sessions with Emma from Skills Scotland, visited the coastguard station, went back to Northlink and had a drama session with Steph from the 'ALICE theatre project'.

Daily swimming lessons were also done and visits to the library, play parks and museum. We also got to the pictures to see 'Frozen 2'.

Lewis passed his deep end swimming test this term which is a massive achievement.

Open afternoons and parents/staff meetings were held in November and our Christmas concert for the community in December 'Oh Christmas Tree' was a massive success. The children planned it as usual and after the play, they performed songs; playing instruments and singing. The Parent Council also did great with a lovely tea and home bakes afterwards. Thanks to everyone involved.

### **Term 3**

In January our 'Peerie Makers' club started. We had a lot of interest from people in the community to come each week and help the children learn to knit or to progress their skills. All the children were really enjoying this until we had to stop the group due to covid-19 school closure. This will be re-started as soon as we are allowed.

In February, Joan Lennon, a child and adult's author, came to the isle for a holiday. She came to the school and spoke to the children about her job and did a creative writing and a poetry writing session with the children. These were enjoyed by all the children and the poems were published in the Fair Isle Times. At the end of February we went on our third school trip of the school year. The main focus of this trip was for the pupils to learn about cycling safety. They all passed their level 1 test and level 2 was immediately planned for term 4. On the trip we also visited Jarlshof, returned to the pictures again for 'Star Wars', did another drama session with Steph and a 'Vikings' workshop at the museum, went to the library, play parks and joined a PE class at Bell's Brae primary for unihoc.

The end of March saw the school being shut for the last week of term due to the Covid-19 pandemic. A 'Home Learning' arrangement was planned for the last week of term and into term 4 for as long as the government decided that schools should stay shut.

### **Term 4**

The school has been closed to the pupils for the whole term. The pupils have been given weekly book bags of learning to do at home. This has been mostly workbook/paper based activities as teaching through GLOW was not going to be possible due to the unreliability of our internet connections on the isle. The pupils took home their iPads and have continued with music and French, Education City, Sumdog and touch typing apps. This has worked really well in terms of the children continuing their learning. All of the parents have been very supportive to their child/ren in their school learning and have done lots of other activities with them. All of the children have kept up with their TJ maths, language work and reading. Weekly record sheets have been part of the communication process between school and home and provide a clear record of all activities done and how they are managing. If the children were stuck, help has been provided in emails, texts and on the telephone, either directly to the child or through the parent.

Having no pupils in the building enabled the EYA and HT to work on a big restructure of our indoor environment. Our early years setting and the main school classroom were cleared, painted and swopped around. Resources were all assessed for safety and relevance to our pupils and much

de-cluttering was done. All shelves/cupboards around the school have also been de-cluttered. The rooms have been set up for use in August 2020 with social distancing in mind. The pupils will of course get their say when they return and the rooms will adapt to their needs.

All staff have continued to work either at school or at home. Home working is not easy for us as none of us have access to our school server at home. A lot of CPD has been done by staff through iLearn and the Head Teacher/ELC manager and the EYA have been working together on our nursery pedagogy. This has entailed a lot of reading/reflection and discussion about different pedagogies and child development. We are working towards a clear vision for our early years at Fair Isle Primary. Our LSA has done a great job keeping the garden and playground weeded, clean and tidy.

Pupil reports were not done on SEEMIS this year but on a word document and emailed home. The parents and children provided feedback on the reports and emailed them back to me. The children also did their end of year profiles at home, these are excellent and have been added in to their reports. Our annual parent and pupil questionnaires were also sent out by email and returned 100%. These are used to help plan our learning for the next year and for writing our School Improvement Plan for 2020/21.

The school children have missed a lot of planned activities this term: school trips for Scottish Opera, Bikeability, swimming etc and very importantly P7 transition visits. Apart from the P7 transition activities we will try and make up the other missed activities when we are allowed to safely resume trips to Shetland. Our P7/S1 will hopefully be able to join us for some of these.

The Parent Council have not met but will do so next term when school re-opens.

I would like to thank all our staff, parents and pupils who have been brilliant and productive this term in not easy circumstances. I'm sure we are all looking forward to our return to school in August. Risk assessments, our blended learning plan, and new 'rules' we need to follow for August will be sent to parents and staff before the end of term.

## School self-evaluation and priorities for further improvement

All information taken from our HGIOS?4 self-evaluation (written August 2017-April 2018)

### Leadership of Change (QI 1.3)

- All staff are fully committed to ensure highest possible standards and success for learners. Good guidance given from Head Teacher.
- Parents and Parent Council are active and very supportive.
- The school is seen as central to the community and supported by all.
- Great use of our local community - people and place.
- All members of our school community can contribute to our plans for self-improvement.
- Our school relies on flexibility and all members adapting to change.
- Staff are utilised very well.

Improvements to implement/updates:

#### August 2017

- P.C/pupils/staff to review our current vision, values and aims - Nov 2017.
- Write Curriculum Rationale
- Self-evaluation of 8 QI's by March 2018 by the whole school community to better inform our SIP 2018/19

#### 25.5.18 update

- Curriculum Rationale completed.
- All QI's evaluated.
- Vision, Values and Aims have been reviewed (by all)

#### 30.5.19 update

- HGIOELC/Building the Ambition/Care Inspectorate Standards self-evaluation completed.
- ELC opened in August 2019 and had a successful Care Inspectorate inspection in March 2019.
- Handbook 2019/20 written
- All parents and pupils have completed questionnaires to help inform our 2019/20 SIP along with all our HGIOS self-evaluations and National/local guidelines.
- Indoor and outdoor environments have been improved April/May 2019. Pupils wrote an improvement plan for the playground/garden which we are currently implementing. Great support from parents and community members. **To be continued 2019/20 SIP (priority 4)**
- All staff have participated in positive ERD and attended courses/training relevant to their post. Our staff continue to be flexible and work hard to ensure the success of our pupils and the school in general.

#### 13.6.20 update

- All parents and pupils have completed questionnaires to help inform our 2020/21 SIP
- All parents been very supportive to their children during term 4 of home learning. Pupils have been progressing well through weekly tasks set by the HT.
- Self-evaluation of 'Realising the Ambition' (Term 4 2020 - RS and EM-W)
- Early Years Pedagogy near completion (Term 4 2020 - RS and EM-W)
- Indoor environment reorganised (Term 4 2020 - RS and EM-W. ELC and school class swapped around, all decluttered, painted and set up for August 2020)
- Risk Assessments/Cleaning schedule and plan for blended learning all near completion for term 1 2020/21

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

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

- Our learners are successful, confident and responsible.
- They contribute effectively to the life of the school and the wider community in a range of ways.
- Learners follow their own individual learning plan, setting their own targets and evaluating it.
- Timetable planned to maximise staff 1-1/small group teaching.
- All learners and staff are involved in planning, tracking and monitoring.
- Continuous assessment informs planning at an individual child level.
- Whole school topic/activities are planned by the pupils and staff together.
- End of year profiles allow the pupils to reflect on the past year.
- Pupils keep track of their learning in their 'My Learning' folders.
- POLAAR and Highland resources for P1 language assessment.
- Introduction of SEAL (Stages of Early Arithmetical Learning) maths in P1.
- Progress is tracked in core areas of the curriculum on Seemis.

Improvements to implement/updates:

#### **August 2017**

- Embed use of benchmarks for assessment into our planning.
- Continue with implementation of SEAL maths/Highland Literacy Resources and Letterland for P1 in 2017/18.
- Digital resources have recently been audited and catalogued. Our next step is to implement a progression pathway i.e. Scottish Borders.
- Gather folders of evidence to show attainment of each level.
- Look into using 'bundles' of E's and O's

#### **30.5.19 update**

- Benchmarks used for assessment
- Highland Literacy basic training done 2019. Priority for 2019/20 SIP 'Whole school approach to literacy' (priority 3)
- Computing skills progression pathways introduced
- Folders of evidence completed as necessary

#### **13.6.20 update**

- Highland Literacy training continued for EYA and HT. 'Fair Isle Primary and ELC Learning Progression for Literacy and English has been written/implemented
- 'Fair Isle Primary and ELC Numeracy and Mathematics Learning Progression' has been written/implemented.
- 'Letterland' resources upgraded for teaching of phonics/spelling in early years.
- STEM/creative/activity room has been made between the main ELC and school rooms. To be used by all. STEM courses from Education Scotland attended by HT.
- End of year assessments will be carried out in term 1 2020/21 due to the school being closed to pupils in Term 4 2019/20 due to covid-19 pandemic.

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

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

- Health and wellbeing is integrated throughout all aspects of our curriculum.
- We know that all our pupils feel SHANARRI.
- Our school has a positive and supportive ethos based on mutual respect in a strong community, shared values and high expectations.
- All staff promote positive relationships in and out of the classroom.
- Our pupils are always given time to talk and treated equally.
- Our pupils are fully involved in all discussions and decisions which may affect their lives.
- All pupils are fully included, engaged and involved in the life of the school.
- Our school is very inclusive - multi-composite class and we consider each child as an individual with their own needs and learning plan.

Improvements to implement/updates:

#### **August 2017**

- Continue work on SHANARRI and understanding, valuing and celebrating diversity and challenging discrimination. Embed in to our curriculum.
- RME studies of major world religions/non-religious groups is currently underway.

#### **30.5.19**

- 'Our values' evaluated by pupils January 2019
- Right Respecting School - bronze award to be on 2019/20 SIP (priority 2)
- All pupils fully involved in the life of their school. Planning and carrying out playground/garden improvements and re-organising our indoor environments has been a focus in terms 3 and 4 2019 and will be continued 2019/20

#### **13.6.20 update**

- Covid-19 risk assessments/cleaning schedule/new school 'rules' will be implemented in August to keep all pupils and staff safe. All pupils will be returning to school on August 11 (1 bubble) with some home learning still taking place. This will be planned with the pupils.
- Pupil termly planning and evaluation has continued
- Pupil questionnaires completed by all school pupils and information used for school improvement 2020/21
- Physical change of layout of the school will be evaluated for effectiveness by the pupils in August/September 2020
- Right Respecting School - bronze award is on 2020/21 SIP (priority 2)
- Implementation of 'Jigsaw' and writing of a Health and Wellbeing learning progression for the whole school will start in August 2020.
- Pupils will update all learning records and write targets in August 2020
- Our Early Years pedagogy is being written. The point of this is to enable our P1 pupils to have a much more P1 experience, with access to all the resources and activities they should have. This will give the pupils an improved transition from ELC to P1 and enable much more freedom for them in their leaning.

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



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

- Literacy and Numeracy are a focus of study every day.
- P4/5 - Daily together arithmetic/mental maths/English in Practice and times tables are providing constant reinforcement of learning objectives.
- P1 - work with Letterland and SEAL (Stages of Early Arithmetical Learning) maths are showing excellent results and progression.
- Overall our learners are successful, confident, responsible and highly effective contributors to our school.
- Pupils track and monitor their own learning and can demonstrate progression and attainment over time.
- Great learning links with the community.
- Our 'Celebrating Success' board shows achievements in and out of school.

Improvements to implement/updates:

#### **August 2017**

- P4/5 to gather folder of evidence to show attainment of earlier level/s.
- SNSA
- Continue to personalise each pupils' curriculum to support their needs.
- Parent: 'Planning for the future - Helping children attain high levels will help them cope with their first year at high school.'

#### **June 2018**

- Exceptional SNSA results for P1 and P4. No P7 pupils.

#### **30.5.19 update**

- Pupils continue to progress well and all pupils have individual learning targets and plans.
- Good parental support for home learning in reading and spelling
- Pupils continue to track and monitor own learning successfully.
- Writing progression framework completed in March 2019 and pupils are using it to record progress.
- 'Whole school approach to literacy' will be a priority for 2019/20 SIP - raise reading and spelling attainment (priority 3)

#### **13.6.20 update**

- 'Numeracy and Mathematic' and 'Literacy and English' learning progressions have been written and implemented to ensure progression
- Pupils continue to track and monitor their own learning very well and write their own targets for learning.
- Formal assessments in term 4 2019/20 have not been done due to Covid-19 school closure. These will happen in term 1 2020/21
- Writing was a focus in 2019/20 and good progress has been made by all pupils. Moderation and assessment of level was done with Paul Gill of Fetlar Primary School. This will continue to be a focus in 2020/21

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

# School Improvement Plan 2020/21

Factors Influencing the Improvement Plan:

## School factors

- Parent/Pupil questionnaires
- 2019/20 priorities not completed
- Self-evaluation for self-improvement documents - HGIOS24, HGIOELC? and Realising the Ambition
- COVID-19 - Return to school by children who have been absent for at least a term or longer (on holiday). Making this a positive experience even with social distancing. Blended learning plan to be written.

## Local factors

- Anderson High School Cluster development plan for 2020/21

## Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting

## National factors

- National Improvement Framework
- GRAEME LOGAN, Director, Learning, Scottish Government (2.6.20) :  
'It is essential that planning for 2020-21 focuses on recovery and then continuity of provision under these changed circumstances. A significant focus of recovery planning will be the management of risk to support schools and early learning and childcare establishments to reopen safely, supporting pupil and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what schools and education authorities will seek to do when schools, and early learning and childcare establishments re-open (in whatever form) to remedy any impact that there has been around the widening of inequalities of outcome experienced by children and young people.'

**Return to school/Covid-19 recovery plan (re-opening safely)**

Write Risk Assessment (completed 6.6.20 and sent to Shona Thomson, emailed to staff 11.06.20)

Ensure all correct signage is in place and new school 'rules' are clearly communicated to all pupils, parents and staff before 10 August 2020

Additional cleaning materials are received and schedule agreed with staff before 10 August 2020.

Write Blended Learning Plan and share with parents by end of term 4 2020.

Continual monitoring of covid-19 information and local circumstance daily.

Continual monitoring of pupil and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities if applicable and identifying gaps in learning.

## Fair Isle Improvement Priorities for 2020-21

<b>Priority 1:</b>  <b>Developing the Young Workforce (DYW)</b>		National Improvement Priorities: Improvement in employability skills National Improvement Framework Drivers: School Improvement/ Assessment of children's progress Quality Indicators (HGIOS? 4): 2.2, 2.3, 2.7, 3.3			
<b>What do we want to achieve for learners?</b>  Develop, expand, embed and transfer - Skills for Learning, Life and Work - Creativity Skills - Enterprise Skills	<b>How exactly are we going to do it?</b>  Self-evaluate Career Education Standard (3-18)  Make use of relevant digital and online resources, in particular 'My World of Work'  Develop partnerships with employers/Investigate jobs on Fair Isle and visit workplaces in Shetland.  Use skillsbuilder.org resources to focus on specific skills	<b>Personnel</b>  HT  Pupils  F.I Community  All staff/ Parents  Work places in Shetland	<b>Time Scale</b>  All 4 terms 2020/21	<b>Resources</b>  My World of Work online platform  School Trips - flights and food  Computer access	<b>Monitoring and evidence</b>

<b>Priority 2:</b> <b>Become a 'Rights Respecting School'</b>		National Improvement Priorities: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: School Improvement, School Leadership, Teacher Professionalism, Parental Engagement Quality Indicators HGIOS?4/ HGIOELC?: 1.2,1.5, 2.1, 2.2, 2.4, 2.5, 2.7,3.1, 3.3			
<b>What do we want to achieve for learners?</b>  Rights Respecting Schools Bronze Award achieved. <ul style="list-style-type: none"> <li>• Children play a more active and meaningful role in decision making.</li> <li>• Children have increased awareness of articles.</li> <li>• Children benefit from fully embed RRS ethos re every day practice/interactions.</li> <li>• Children have improved manners and respect for others.</li> <li>• Children feel supported and take more responsibility for their actions.</li> <li>• Improved behaviour</li> <li>• Children, Parents and Staff more confident/willing to take on leadership roles.</li> <li>• Children have improved attitudes and are more motivated.</li> </ul>	<b>How exactly are we going to do it?</b>  UNCRC staff training  Follow RRS programme  Become a Right Respecting School and achieve the bronze award	<b>Personnel</b>  H.T  All staff/pupils /parents  Paul Gill - Fetlar Primary School	<b>Time Scale</b>  Terms 1/2	<b>Resources</b>  UNCRC online training	<b>Monitoring and evidence</b>

<b>Priority 3:</b> <b>Health and Wellbeing</b>		National Improvement Priorities: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: School Improvement, School Leadership, Teacher Professionalism, Parental Engagement Quality Indicators HGIOS?4/ HGIOELC?: 1.2,1.5, 2.1, 2.2, 2.4, 2.5, 2.7,3.1, 3.3			
<b>What do we want to achieve for learners?</b>  Improved Health and Wellbeing for all  Clear learning progression pathway for all pupils from ELC to P7	<b>How exactly are we going to do it?</b>  Introduction of Jigsaw scheme of work covering all E's and O's/Benchmarks for HWB (-P.E) eg -SHANARRI -Mindfulness - Nurturing -Online safety - Emotional Literacy  Evaluation of South Mainland H&W progression pathway and development of our own one.	<b>Personnel</b>  H.T  All staff/pupils /parents	<b>Time Scale</b>  Terms 1/2	<b>Resources</b>  JIGSAW (3-12)  RSHP national resource	<b>Monitoring and evidence</b>

<b>Priority 4:</b> Improvement in attainment in Technologies/STEM/Digital Learning		National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy National Improvement Framework Drivers: School Improvement, Assessment of Children's Progress Quality Indicators HGIOS? 4/ HGIOELC?: 1,3,2.3, 2.5, 2.7, 3.2			
<b>What do we want to achieve for learners?</b>  Improvement in attainment in Technologies/ STEM / Digital Learning  Clear learning progression pathway for all pupils from ELC to P7	<b>How exactly are we going to do it?</b>  Develop a whole-school approach to technologies (progression pathway)	<b>Personnel</b>  H.T EYA	<b>Time Scale</b>  Terms 1-4 2010/21	<b>Resources</b>  Ed. Scot. 'What Digital Learning Might Look Like'  STEM courses  AHS technologies framework to ensure progression  'Teach Computing Science'	<b>Monitoring and evidence</b>

<p><b>Priority 5:</b></p> <p>Ready for ELC Expansion 2020?</p> <p>Indoor and Outdoor Environments</p>	<p><b>National Improvement Priorities: Improvement in children and young people's health and wellbeing, Improvement in attainment.</b></p> <p><b>National Improvement Framework Drivers:</b></p> <p><b>Quality Indicators</b></p> <p><b>HGIOS4/HGIOELC? : 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.5, 3.1,3.2, 3.3</b></p>
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<b>What do we want to achieve for learners?</b>	<b>How exactly are we going to do it?</b>	<b>Personnel</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring and evidence</b>
<p>ELC ready for 2020 expansion?</p> <p>Improved indoor and outdoor learning environments</p> <p>Write Fair Isle Early Years Pedagogy</p>	<p>Reading/Research</p> <p>Audit children's plans made in term 4 2019 - What next?</p> <p>Use HGIOS4, HGIOELC and Realising the Ambition self-evaluations for self-improvement information</p> <p>Parent/pupil questionnaire information</p>	<p>H.T</p> <p>EYA</p> <p>Parents/ community</p>	<p>Term 1 2020</p>	<p>Audit of -HGIOS4 -HGIOELC -Realising the Ambition</p> <p>Reading -Space to Grow -Improving Environments for High-Quality Learning</p>	

<p><b>Other priorities:</b></p> <p><b>Focus on 'Recovery' through the above - outdoor and outdoor improvements/H&amp;W</b></p> <p>Revisit our Curriculum Rationale and Handbook</p> <p>Revisit our self-assessment of HGIOS4 and HGIOELC</p> <p>HGIOS4 - learner participation</p> <p>Evaluate 'Modern Language Learning Framework' and tracker - Ed. Scot.</p>
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**Working Time agreement : Fair Isle Primary School**

**School Session: 2020/21**

<b>Item</b>	<b>Detail</b>	<b>Hours per week</b>
<b>Teaching and Learning</b>		
Class Teaching	Based on 1.0 FTE	17.5
Head Teacher Admin		7.5
Personal preparation and correction		10
<b>Collegiate Time</b>		<b>Hours per year</b>
Collegiate time	5 hours x 39 weeks. This does not include time within the In-Service days.	195
<b>Essential School Activities</b>		
Reporting to Parents	Number of reports X agreed time allocated	15
Moderation Activities	Agreed Time Allocation	5
Tracking and Monitoring	Agreed Time Allocation	20
Parents evenings	Number of meeting X agreed time for meeting plus associated Preparation time	5
Staff meetings	Number of business meetings X Agreed duration	30
Corporate Reading (NIF, Governance. PEF etc)		10
Updating pupil folders		20
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	5
PRD		10
Organising school Trips		23
Outer Isle Liaison		10
Flexibility		12
<b>Total</b>	<b>Time required for essential school operational activities</b>	<b>165</b>
School Improvement Plan Tasks	Time allocated for tasks to address priorities on School Improvement plan	20
S&Q/SIP		10
<b>Total</b>	<b>Time allocated to development tasks</b>	<b>30</b>
<b>Total</b>	<b>Total collegiate time allocated</b>	<b>195</b>