

Fair Isle Primary School

**Standards & Quality Report
2021-22**

and

**School Improvement Plan
2022-23**

Introduction

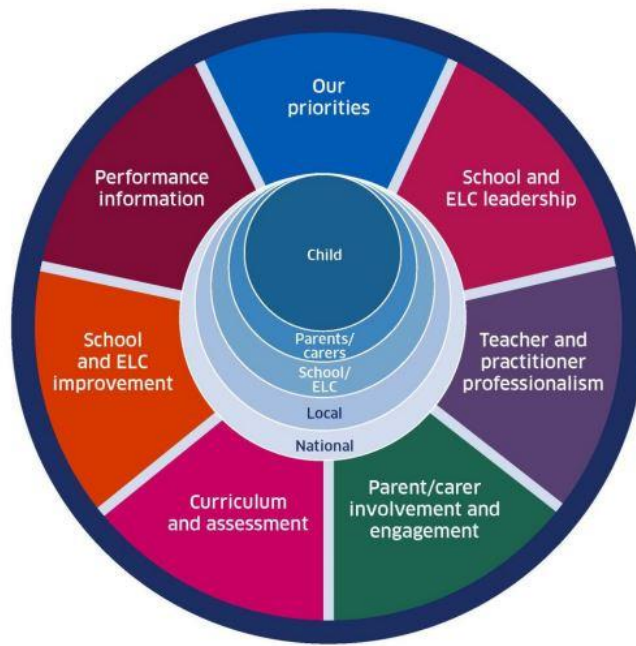
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2022/23. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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.

The National Improvement Drivers are:



Contextual analysis of the school

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

Fair Isle Primary and ELC is a small, one teacher school situated in the centre of the island. There are currently 3 primary pupils and 2 ELC pupils. A new head teacher was appointed in February 2022. Two of the children in the school are the headteacher's own children.

Fair Isle Primary School is supported by a clerical assistant, an Early Years Support Worker, a Learning Support Assistant, a cook and a cleaner. An Art Instructor and Music Instructor provide 2.5 hours of tuition/Head Teacher admin time per week. The remaining admin time (0.1FTE) is banked and covered by a supply teacher in one-week blocks.

Fair Isle Primary and ELC is a non-denominational school. The school has a small office and three classrooms. There is access and toilet facilities for the disabled. The school has use of the adjoining community hall for PE, toilets and school meals.

The community playground is located beside the school. The playground includes swings and climbing play equipment which the pupils can use during playtime.

A shed for play equipment was erected in the playground in summer 2020 and in January 2021 we embarked on building a garden extension after being awarded a grant from 'Keep Scotland Beautiful'. Composting and growing fruit and vegetables is the focus in the new extension and a mud kitchen, sand play, seating area etc. in the 'old' garden. This ongoing project will greatly enable us to enhance our outdoor learning provision.

The school has close links with Anderson High School in Lerwick and its other feeder primaries along with the other small island schools of Foula and, formally Fetlar (currently no pupils). Residential school trips with Foula build familiarity with the boarding facility and its staff. Trips also help the children to form relationships with other outer island children. These trips provide access to activities and facilities like swimming lessons, the museum, the climbing wall, Active Schools and the library.

The school is supported by a Parent Council. As a school community of staff, pupils and parents, we recently reviewed our School Vision and Values. With a new head teacher and two new pupils, this was a natural starting point. A more concise set of key values were agreed on. We also reviewed other documents: Curriculum Rationale, Parental Engagement and Family Learning Strategy and our School Handbook.

Our Vision:

We are a nurturing, supportive community where all children are encouraged to fulfil their potential and leave Fair Isle Primary School with happy memories.

Our Values:

F A I R and friendly

Inspired to do our best

Self-belief

Learning together

Empathy

Our Aims

Together, our whole school community aims to:

- create a happy, safe and inclusive school where everyone feels valued.
- foster a positive ethos that nurtures, supports and challenges our children.
- provide relevant experiences that allow all children to achieve and learn to the best of their ability.
- ensure that all children develop the attributes, knowledge and skills to transition to Anderson High.
- support our children to:
 - develop a positive and resilient mind-set.
 - be enthusiastic, inquisitive and creative learners.
 - be responsible and independent in their learning.
 - develop healthy lifestyles and relationships.
 - cooperate effectively with others, showing respect and integrity.
 - be aware of their rights and appreciate the rights of others.
 - be involved in all aspects of school life and value their place in school and in the wider isle community.

(reviewed and redeveloped in Term 4 in collaboration with pupils, staff and parents)

Factors Affecting Progress

The remote location of Fair Isle presents a challenge for employing a part-time teacher to cover the 'teaching' Head Teacher's admin/preparation hours (0.4 when ELC in operation, 0.3 when no ELC). We currently have two instructors (Art and Music) who cover 0.1 of this time, with the remaining days banked. A supply teacher from mainland Shetland will cover a 4/5 day stretch of banked admin time. An alternative option to this arrangement would be to employ a supply teacher from Mainland Shetland to travel back/forth each week; however, travel is impacted quite severely by weather, especially in the winter months, yet fog is an issue in the summer, and this can delay morning flights until later in the day when it clears. This arrangement would likely cause frequent disruption to the school's service and HT

admin time (hours are often lost as supply staff can be delayed yet are paid during all day therefore it counts as admin time). If the current instructors continue with 0.1FTE each week, then a supply teacher is required to cover 4.5 days every third week.

Fair Isle has a population of approximately 45 people. There are three families who currently require primary education. In two years' time, one family will no longer require our school's service as their child will transition to secondary, however, another family (currently with an infant) will do so by this time. Our small population, therefore, poses a risk to school closure/mothballing if there are no children requiring the service. Our small population also presents challenges in relation to staffing. Our ELC cannot provide the full 1140 hours for this reason. It is difficult to enrol a relief cleaner or cook if the permanent staff are absent. Lunchtime supervision is covered by our Learning Support Assistant and our Early Years Practitioner (this was previously a separate role covered by another employee). The current model is working well and provides valuable continuity for the children.

Impact of COVID on the School Community

There have only been a few cases of COVID on the isle since the start of the Pandemic. COVID mitigation measures have had minimal impact as, being a small group of 3 staff and 5 pupils, we have remained in one small bubble and some measures, such as staggered breaks and one-way systems, were not necessary.

The main impact of COVID for our school was restrictions on visitors and parents entering the school building for most of the session. However, the final term allowed face-to-face parent teacher meetings to recommence, and an 'open afternoon' was held for pupils to showcase their work to parents again. In addition, we have started working with our local ranger from Fair Isle Bird Observatory on various local projects. We welcomed a visit from Shetland musician, Jenny Sturgeon, to collaborate on a creative project. Bruce Eunson, Dialect Coordinator for Education Scotland, came across to read stories to the children and give out Shetland ForWirds bags.

Our School Trip in June was an extremely positive and relaxed experience for the children with less COVID mitigations in place than the previous trip in November.

Recovery Work

We are in the unique position of being a very small one teacher school with only 2 primary pupils up until February 2022 (before a third pupil joined the multi-composite class). Learning is tailored to the individual in a setting of this size and the high teacher-to-pupil ratio, along with the children's natural ability and a high level of family engagement, have contributed greatly to attainment in Maths and Literacy (both pupils received top band SNSA scores for their stage last session and have remained on track).

The arrival of a new pupil in February 2022 has required a collaborative approach to recovery due to the Additional Support Needs this child presents. Advice has been sought from the central inclusion team and this has provided reassurance and guidance on how best to support this child. Consultation has included: calls with Education Psychology, CPD training on Self-regulation, a visit from an ASN Education Support officer to discuss ASN and learn about tools and resources e.g. CIRCLE and SCERTS; and support with IEP writing. Kitbag training was undertaken by the HT and the children have been introduced to regular Kitbag sessions; this has already had a positive impact on our children's wellbeing. Going forwards, these resources and approaches will help us, as a school, to focus on nurture, inclusion and wellbeing.

Our school is at the heart of our local community and our community is a rich source of learning for our pupils. Following the pandemic, there is a need to re-strengthen our community links for the benefit of both our children and the residents of the isle. We have already started working towards this aim. Outdoor excursions with our local ranger and a local resident/wildlife expert, such as pond dipping and rock pooling, haven proven very successful. Other events have included croft visits, community walks and visiting the local shop. Going forwards, we wish to welcome members of our community and family members back into our school, when allowed to do so, to share their skills, knowledge and expertise with the children, as this will enrich our children's experiences and boost wellbeing across the community. Peerie Makkers/knitting lessons are due to restart soon too.

PEF Fund

Our school did not qualify for PEF funding.

Support and Team Improvement Visits, Inspections

The Executive Manager and Fair Isle Primary School's Quality Improvement Officer visited at the start of term 3. This was an informal visit to see how the new HT was settling into the role. Discussions centred around many positives such as: the thorough handover from the previous HT, very supportive staff team and the welcoming island community. Challenges of this unique setting due to location were also discussed, including supply cover for admin time, small budget size and managing the many roles (class teacher, head teacher, ELC manager, premises manager and ASN teacher). Concerns were raised about managing all roles next session with the added pressure of completing the Into Headship post graduate course. The visit was very positive and supportive.

Collaboration and consultation with our stakeholders in session 2021/22

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	<p>Terms 1–4</p> <p>Term 3</p> <p>Term 4</p>	<p>- Day-to-day interactions</p> <p>- Meetings</p> <p>- CPD activities</p> <p>- Realising the Ambition challenge questions</p> <p>- Health and Social Care Standards - My Support My Life</p> <p>- PDP (annual reviews)</p> <p>- HGIOS4?</p> <p>- HGIOELC?</p> <p>- Care Inspectorate New Quality Framework</p> <p>- New Vision and Values consultation</p>	<ul style="list-style-type: none"> ▪ Teamwork - small staff team work collaboratively and communicate effectively to support the children - change of HT midway through the session has not changed this level of teamwork & flexibility. ▪ ASN - Addition of two new children with ASN has been challenging yet rewarding to see positive steps forward. ▪ Staff Training - PDP indicate that staff are onboard to develop knowledge on approaches to support ASN child. Some training has already been undertaken (Zones of Regulation input, ADHD reading, resources from ASN Outreach. Visit from ASN support officer to discuss CIRCLE, SCERTS and make connections with other professionals to support with IEP writing and Dyslexia. ▪ Consistent support – our small team share strategies/approaches and support one another well to help our pupils. ▪ ELC - EYP has found support through SIC groups: Emergent Literacy, Play Pedagogy. EYSW has found support from HT to develop K&U of CfE Es, Os and benchmarks very useful. EYP would benefit from a CPL visit to another ELC setting on mainland. ▪ Planning documentation - learning experiences have a positive impact on children's progress, yet there is a need to show more evidence of planning, assessment, evaluation and how this all ties together and informs next steps. ▪ Self-evaluation – EYP and HT need to continue working through Care Inspectorate's new Quality Framework and self-evaluate against. ▪ GIRFEC - There is a need for evidence meetings/reviews of pupils regularly to measure children's wellbeing against all GIRFEC factors. Actions to support children need in some areas needs to be evidenced. ▪ Documentation - Policies, risk assessments, Fire Safety Procedures, Curriculum Rationale, School Handbook have all reviewed and updated.

Children and young people	<p>Terms 1-4</p> <p>Term 3</p> <p>Term 4</p>	<p>- All about me - Termly planning - Daily interaction and dialogue</p> <p>- review of vision and values</p> <p>- report feedback - end of year profiles - questionnaire/forms - pupil report feedback form</p>	<ul style="list-style-type: none"> ▪ Self-reflection and target setting - Children engage well in termly 'All about me' personal reviews and express strengths then set targets. Preferences and opinions are included such as likes/dislikes, future ambitions etc. End of Year Reviews are discussed with the children and younger children are supported to type this. Although these are displayed on their own display walls, targets could be on their desk to encourage greater focus. ▪ Planning learning - Children have a say in projects and topics they wish to explore. Learning is tailored to the individual, yet scope for more thorough planning systems to identify intentions and measure understanding using success criteria. ▪ Questionnaire messages – Children are happy and enjoy school. They express that they are progressing well in their learning, except for one child with ASN, who expresses dislike of learning in literacy and maths. Children need to know, more explicitly, where they are in their learning and their next steps. More thorough planning and evidencing that involves pupils is required. Online format being considered. PLPs to be introduced.
Parent and Carers	<p>Terms 1-4</p> <p>Term 4</p>	<p>- Informal daily interaction at the school entrance - parent council meetings</p> <p>- parent questionnaires - parent teacher meetings - parent report feedback form - open afternoons</p>	<ul style="list-style-type: none"> ▪ Parents trust the Head Teacher's professionalism and feel the Head Teacher is approachable. ▪ Parents are very happy with the education provided and are very much in partnership with the school due to our small size and very close island community. We communicate all the time and parents know that any matters raised will be discussed imminently.
Community and other stakeholders	<p>Terms 1-4</p> <p>Term 4</p>	<p>-AHS cluster meetings -ELC Manager and teacher meetings -HT development days</p> <p>-Parental Involvement and parental engagement strategy review - ASN Outreach support – regular calls with Rhonda and visit from Claire Adamson</p>	<ul style="list-style-type: none"> ▪ Awareness of portfolios of work and assessments required for handover to support P7 transition to AHS. From 2023, online system will allow improved sharing of evidence with secondary teachers. AHS maths online resource available to all feeder primaries for supporting numeracy work prior to transition. Primary schools to cover careers topic in p7 although it has been requested for this to be refreshed. ▪ ELC manager meetings – support and suggestions to aid smooth transitions into ELC settings and into Primary 1.

		<p>-School Nurse liaison - Planned activities with the island ranger.</p>	<ul style="list-style-type: none">▪ Support to use CIRCLE to evaluate the environment and support to foster inclusion for ASN pupil.▪ Implementation of Zones of Regulation, Kitbag sessions will support children with emotional dialogue, understanding and strategies to regulate.▪ School Nurse unable to visit due to weather but has liaised with HT via email to provide an overview of the service to schools.▪ Ranger supported activities have been impactful and will continue after the summer holidays until ranger is off isle from November to March.▪ HGIOS indicates a need to re-strengthen ties with the community, following the pandemic. HT will be proactive in organising learning activities with community members.
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Progress made with the Priorities from our 2021-22 School Improvement Plan

<p>NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>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</p>	<p>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</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Our Outdoor Environment

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>By June 2022, all learners will improve their health and wellbeing/fitness through access to high quality, meaningful outdoor learning experiences.</p>	<ol style="list-style-type: none"> Children and staff discussed ways to improve the outdoor areas – extend mud kitchen due to popularity, make better use of our storage shed which is now a play shed. Increased the amount of time spent outdoors on focused activities. Learning and teaching about gardening/compost knowledge and skills, responsible consumption and production – food waste, 	<ol style="list-style-type: none"> All children have had the opportunity to discuss the outdoor space and offer suggestions/ideas to improve it further. The right to be listened to is reinforced - children feel valued and empowered. The mud kitchen extension has increased creative and collaborative play. Recently installed shelving in the shed has created more space. EYP has turned this into a small play shed with whiteboards and chalkboards on walls and a table for activities. This provides a more sheltered outdoor space when the weather is windy, which is often. EYP has recorded in the diary the time spent outdoors. Staff generally feel that more time has been spent outdoors, especially out-with winter months. There is scope for more specific outdoor learning activities that cover curricular areas like maths and literacy. The compost bins have been installed. As part of gardening activities, these have been filled appropriately and turned over regularly by the pupils. Children understand how this process increases the quality of the compost by allowing more oxygen in to crate microbes. Our children are aware of 	<p>This priority has been successfully achieved and embedded. Our garden is tended to year-round and ongoing improvements to our outdoor space will build upon the work already achieved.</p> <p>We will be conscious of taking the curriculum outdoors in creative ways to reinforce learning, such as maths/literacy. Our new planning format will provide evidence of our activities and evaluations will describe the impact on the children's learning.</p>

	<p>sustainable farming, recycling, upcycling, etc. Parents/grandparents in to make cold frames/compost bins with the children.</p> <p>4. Collaboration with the local ranger to develop our garden to be more wildlife friendly.</p> <p>5. New HT has been in contact with Sports and Leisure staff. The community park has been inspected and improvements discussed in relation to safety e.g. rusting bars.</p>	<p>the importance of utilising food waste to benefit the environment and reduce land fill waste. Children see the benefit first hand when compost is used in our raised beds or cold frame to grow produce.</p> <p>4. Children have planted willow in the school garden – this was a collaborative project that build a sense of shared ownership. Next session we will begin to weave the willow and build a fence or even a willow arch. After marking out an area of the school lawn to be allowed to grow, the children can already see the range of wildflowers flourishing in comparison to the cut lawn. Children can identify species of plants/ flowers and appreciate the positive impact this has on insect populations.</p> <p>5. Our community playpark has been inspected. Rusted bars will be addressed to make the climbing apparatus more safe and therefore more appealing for the children to use. In the future, a more updated range of playpark equipment is due to be installed. New slide due to come over soon.</p>	<p>Our work with local Fair Isle Bird Observatory ranger will continue next term to develop our school garden area further.</p>
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Priority 2: Rights Respecting School

<p>What were our outcomes?</p> <p>By June 2022 all learners will understand their rights and a children's right-based approach and effective learner participation will be embedded in out teaching.</p>	<p>What did we do?</p> <ol style="list-style-type: none"> 1. UNCRC – Inset with staff 2. UNCRC – Articles discussed with the school children 3. COP26 work with Alex 4. Exploring rights with new HT. Discussing how children's rights were affected by the Russian invasion of Ukraine. 	<p>What was the impact on learners?</p> <p>New Head teacher commenced in February 2022. Unable to comment on points 1-3.</p> <p>Upon starting, new HT has noticed that our p5 pupil is showing good awareness of articles already. The younger two children (p3, p3) need to explore this further – it can be difficult to engage them so there is a need to seek more engaging activities and ways to embed the values in fun and creative ways. When discussing the situation in Ukraine, the children were able to discuss articles/rights that were being compromised.</p> <p>New HT has registered with RRSA. All other Bronze award requirements have not been successfully achieved this session as other priorities took the forefront (new ASN child to school and new HT settling in).</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>This priority will be carried over to next session's SIP.</p> <p>The RSSA checklist for Bronze will be worked through in term 1. Resources and ideas will be sought to embed the values in all aspects of school life – learning about, through and for rights. Liaison with Foula will support our work towards being a Rights Respecting School.</p> <p>This work will be supported through our nurture priorities next session.</p>
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		<p>There is an intention to liaise with other outer island school of Foula to achieve RRSA.</p>	<p>The New Care Inspectorate Quality Framework for ELC settings ties in Children's Rights to each quality indicator. This document will be used for self-evaluation purposes and measure our success at honouring these rights.</p>
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Progression Pathways

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>By June 2022 all children will be able to articulate where they are in their learning and their next steps.</p>	<ol style="list-style-type: none"> 1. New HT/ELC Manager worked with EYP to explore progression pathways at Early Level. EYP used Maths tracker to assess children's skills. Progression pathways were highlighted electronically for our two ELC children. 2. Progression pathways for ICT and HWB were added to children's 'My Learning' Folders. Originally, it was planned that children would be proactive at highlighting their progression pathway documents and discuss their progress. It has been difficult to find one-to-one time to through this and is best suited to the older children in the school. We have pupil with ASN who is more likely to 	<ol style="list-style-type: none"> 1. EYP states she is more familiar and confident with CfE early level learning experiences, outcomes and benchmarks. Tracking ELC children's progress has given EYP a clear indication of the children's strengths and next steps. Following on, EYP is more confident in planning activities/areas that meet children's needs and promote progression. EYP and ELC Manager found this process helpful in preparation for parent teacher meetings and through reports. The overall impact is increased confidence in the EYP's skills and knowledge. This ensures learning experiences are relevant and meaningful. 2. This step has not been embedded as fully as intended. Highlighting benchmarks has been left to the end of the session therefore the task is quite onerous and requires one-to-one guidance. This would have greater impact of children if monitored and evaluated more regularly across the year. HGIOS/ELC self-evaluation processes highlight the need to improve documentation 	<p>This priority will be carried over to the SIP for next session.</p> <p>HGIOS and HGIOELC processes have given clear indication that evidencing the planning/learning cycle and mapping curriculum coverage more clearly is a key area for improvement in both our primary school and ELC. Pupil questionnaires indicate that not all children can articulate exactly where they are in their learning and the next steps in their learning pathways.</p> <p>With a clearer and more accessible system of recording the cycle of</p>

	<p>engage better with IEP targets than this approach.</p>	<p>of the planning cycle of planning, learning and assessment. New HT is keen to improve this cycle using a digital approach, where the cycle is evidenced effectively, and pupils can access and be involved. This will enable children to articulate where they are in their learning and their next steps.</p>	<p>planning, learning, assessment and evaluation, children's learning experiences will meet their needs better. This can be enhanced further, by teaching children how to engage with this system which in turn builds confidence and learning skills. HT plans to liaise with Burravoe Primary School, a recognised Digital School, to gain insight into good practice.</p>
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Pupil Equity Fund Reporting, 2021/22 *(NB – this may only be partly completed this session due to COVID-19 and due to this being a change in reporting expectations)*

Project/intervention:

What was your gap?

The children of Fair Isle **did not qualify** for PEF money; however, gaps in equity are linked to the remoteness of our location. Our children do not have access to the same activities and facilities as children on Shetland Mainland do. This includes leisure/sports, museums, other cultural places and the library. Our termly residential trips to Lerwick have many benefits to our children:

- build familiarity with the AHS Halls of Residence, where they will board from S1
- socialising and building relationships with the other outer island children of a similar age
- access to facilities and activities to enrich learning experiences – cultural visits to museums and other sites, Active Schools and swimming lessons (these are of particular importance to ensure our children can swim by the time they transition to high school)

These termly trips are very expensive therefore rely on securing funding via Zetland Trust applications, the local authority or school enterprise to raise funds.

There are both advantages and disadvantages to the children of Fair Isle due to their location.

Advantages:

- Local wildlife and nature and rich heritage to explore
- Outdoor education is enhanced
- Sustainability – locally produced food (lamb, eggs, vegetables), renewable energy system, bore hole water supply system

- Safe place to live, free from crime, children have freedom and space to play outdoors safely
- Children integrate with people of all ages across our close community
- Small school roll – learning is tailored to the individual, strong element of personalisation and choice, staff know children well and work effectively to support children’s social, emotional and academic development. Close and supportive school community of three families and staff linked to two of the families.

Disadvantages

- living costs are higher, e.g. cost of food, travelling to appointments off isle.
- weather impacts on transport of goods, mail and people to the island e.g. Health Visitor has attempted 4 times to come to the island in the space of a few months. Families need to plan for the winter months e.g. store milk in freezer as boat or plane deliveries can be delayed due to weather.
- access to medical and emergency services – appointments to GP, hospitals or dentists sometimes involve an overnight stay on Shetland Mainland and are therefore costly, or appointments are missed or postponed due to disruption to transport.
- accessing support services is impacted by our remote location e.g. school nurse, education psychology, social work services.
- no secondary education on the island or provision for birth to 2 years

Interventions for Equity [Interventions for Equity](#) | [Self-evaluation](#) | [National Improvement Hub \(education.gov.scot\)](#)

(highlight the interventions that apply)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact



<p>Planned Outcome If PEF money is awarded in the future, our planned outcome would be:</p> <p><i>To provide children from the remote outer island communities with opportunities to access activities and facilities to enhance their learning and social experiences.</i></p>		<p>Measures of impact on learners</p> <p>Residential trips to Lerwick are massively beneficial to our children on many levels:</p> <ul style="list-style-type: none"> - Learning experiences – swimming lessons, the climbing wall, the library, Active Schools sports activities, the museum and other cultural sites. The children learn how to use maps correctly to plan routes to different locations around Lerwick. - Socialisation – mixing with other outer island children of similar age who they will be attending AHS and living at the Halls of Residence with. All three of our pupils will transition to AHS at the same time as a child from Foula (if current families remain on the island). - Transition – the trips build familiarity with the Halls of Residence and its staff. Our recent trip included a tour of AHS with the Head Teacher and a performance of instruments from Music Instructors. The children also become familiar with the town of Lerwick. - Partnerships – working with the headteacher of Foula (and formally Fetlar) is very supportive. We work collaboratively on the trip and often find ourselves sharing ideas and practice about our unique role as a teaching headteacher of a remote island school. We plan to work together towards our Rights Respecting School Award next session. Our trips also strengthen relationships with key professionals at AHS, the Halls of Residence, Active Schools, library, Shetland Recreational Trust.
Teaching and Learning	Y	
Leadership	Y	
Family and Community	Y	

School self-evaluation, 2021-22, and priorities for further improvement

Qualitative Data	Quantitative Data
<ul style="list-style-type: none"> ▪ Classroom observations, learning visits, learning walks, etc. ▪ Focus group discussions ▪ Feedback from online and face-to-face meetings ▪ Daily conversations with staff ▪ Verbal feedback from learners and parents and carers ▪ Pupil termly 'All about me' and 'End of Year Profiles ▪ Parent/pupil questionnaire (additional comments) ▪ Parent/pupil comments on HGIOS4 	<ul style="list-style-type: none"> ▪ Attainment in the Broad General Education and Senior Phase ▪ Attendance, absence and late-coming records ▪ Measures of learner engagement, participation, inclusion and health and wellbeing ▪ Tracking and Monitoring ▪ Planning documentation ▪ Curriculum rationale ▪ Questionnaires and surveys with stakeholders and minutes of meetings with them ▪ PRDs ▪ Professional learning records ▪ School Improvement and Team Improvement reports ▪ Insight Data (secondary) <i>N/A</i> ▪ Bullying and exclusion statistics <i>N/A</i> ▪ Child Protection referrals <i>N/A</i> ▪ Free School Meals data <i>N/A</i> ▪ Child's Plans, CSPs and IEPs <i>N/A at moment but in process for 2022-23</i> ▪ Education Scotland and Care Inspectorate inspection reports <i>N/A</i>

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

Leadership of Change (QI 1.3)

- A new Head Teacher was appointed at the end of February 2022 and two new pupils (1 primary 1 ELC) also commenced at that time, bringing the school roll to 5. One of the two new pupils has diagnosed Additional Support Needs. The younger new child is awaiting an assessment for ASN. This has been a considerable change for a school of this size with the roll almost doubled, and also for the new children. From the outset, the whole school community has been incredibly supportive and encouraging. The new Head Teacher, Early Years Practitioner and Learning Support Assistant have worked collaboratively and creatively to help the new children settle into their new environment and support the change of dynamic for **all** pupils.
- Partnership support has been provided from the SIC ASN Outreach team and, following on from this, we are about to implement change in the form of introducing the Zones of Regulation and using the CIRCLE framework to foster inclusion and promote wellbeing. There is a strong need for these changes at present in our school and this has become a key priority for change. Staff training has already been undertaken on Self-Regulation; through discussions with the professionals running the course, our approaches are already in tune with the theories outlined in the session. Staff are already on board with the upcoming change and can see the benefits this will have on **all** children in our school as a wellbeing tool.
- Strategic planning for continuous improvement is evidence-based and collaborative. It has emerged from:
 - Using How Good is Our School 4 to measure our strengths and areas for further development.
 - Daily professional dialogue between staff - as a small staff team of 3, we discuss what is working well for our learners and where we can make improvements.
 - Involving and collaborating with all three families who use our service e.g. HGIOS, reviewing vision/values/aims or policies, etc.
 - Parents and pupils have had the opportunity to express their views through questionnaires
- The Children's Services central team also drive change across the local authority at all levels of education. This is achieved through supportive and collaborative ways such as: Head Teacher Development Days, CPL opportunities, cluster and ELC meetings, Head Teacher mentoring, PRD procedures and QIO visits to schools.

The following information has been extracted from our How Good is our School 4 self-evaluation document for QI1.3. We highlighted the examples of highly-effective practice that we believe we show strength in. This is supported by evidence outlined below and points for further development.

<ul style="list-style-type: none"> ✓ All staff have consistently high expectations of all learners. ✓ Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school. ✓ All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school. ✓ The vision of the school is ambitious and focuses on improvements in outcomes for all. ✓ Learners are supported to understand the vision aims and values through the four contexts for learning. ✓ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. 	<ul style="list-style-type: none"> ✓ All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards. ✓ All staff are committed to change which results in improvements for learners. ✓ All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. ✓ Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies). 	<ul style="list-style-type: none"> ✓ All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning. ✓ Senior leaders create conditions to support creativity, innovation and enquiry. ✓ Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded. ✓ Practitioner enquiry forms a regular feature of approaches to continuous improvement. ✓ Practitioners have systematic opportunities to review and refresh their pedagogical practice.
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Evidence of the above highlighted strengths

- Being a small school and staff team, we work closely together and have high expectations of our children, both in their learning and their behaviour. Our small numbers and high staff: pupil ratio allow us to focus on our pupils as individuals and facilitate their development, whether academic, social or emotional. We work together consistently to bring about positive change for all our children.
- Our school ethos resembles an extended family of sorts, and our small, remote island community means that we know each other both in and out of the school setting. Moreover, we all understand the social, economic and cultural context of the local community. We appreciate that our school plays a pivotal role in our community with whom we work closely with. We understand the importance of flexibility in our community. Staff and Parents appreciate and adapt readily.
- The new head teacher has consulted the whole school community in the review of:
 - Vision, Values and Aims – this has resulted in a more concise version that is more accessible and memorable for our children (acrostic style using our school's name). These will become front and centre of our school ethos.
 - Parental Involvement and Parental Engagement strategy
 - Self-evaluation of HGIOS4 and HGIOELC
 - School Handbook and Curriculum Rationale
- The ELC manager and EYP have engaged in various self-evaluation processes using the following frameworks: Realising the Ambition challenge questions, National Standards, Care Inspectorate New Quality Framework, HGIOELC
- EYP has autonomy over ELC provision – proactive and create changes are welcomed by the HT/ELC manager.
- School staff review of all risk assessments/fire safety/evacuation procedure and policies

- Parents and Parent Council are active and very supportive.
- Parents/children complete yearly questionnaires to evaluate our school and help support our plans for improvement.
- All staff have participated in positive PRD discussions and attended courses/training relevant to their post

Areas for further development

- The Head Teacher will continue to engage with GTCS standards by maintaining a reflective professional learning log on MyGTCS; undertaking the Into Headship qualification will deepen this engagement further.
- The new Head Teacher will build skills and confidence at leading change by reflecting on a range of data e.g. staff PRD, self-evaluation processes, questionnaires (parent, pupil, staff) and setting, implementing and evaluating priorities outlined in the School Improvement Plan.
- New Head Teacher is about to embark on practitioner enquiry activities as part of the Into Headship qualification.
- New Head Teacher will create time for professional development and facilitate professional learning opportunities, particularly in ELC.
- Following the relaxation of COVID measures, we will look for ways to strengthen our connection with the local community

Areas to develop further from HGIOELC

- HT/ELC Manager and EYP have a clear vision of what areas of practice require change:
 - Planning – improvements in recording and evidence of learning
 - Need for more collaborative time together
 - ELC Manager/HT to spend more time in nursery, working with the children and supporting the EYSW

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

Quantitative evidence

- Parent/pupil questionnaires – statistics
 - **all** parents are happy in the quality of teaching and learning
 - **all** parents say they are well-informed of their child's progress
 - **all** children enjoy coming to school and feel supported in their learning
 - **all** parents strongly agree that the school is well-led

Qualitative evidence

- Parent/pupil questionnaires e.g. Parent *"As you can see I am very happy with the school. Only questions I answered "Agree" rather than "Strongly Agree" were ..."* and *"Basically the school is fab, please keep doing more of the same!"*
- Self-evaluation documents – HGIOS4, HGIOELC, Realising the Ambition Challenge Questions, National Standards (My Support, My Life), Care Inspectorate New Quality Framework

- Observations and staff discussions indicate that ASN outreach recommendations have already started having a positive impact on our two new pupils with ASN

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

- As outlined above in our areas for development, the 'Into Headship' post graduate qualification includes theoretical studies and an assignment centred around leading and managing change. This will increase the new Head Teacher's competency and confidence in aspect of school leadership.
- The new Head Teacher is also about to embark on a first full session of implementing School Improvement Plan priorities. Key changes will be centred around inclusion and evidencing planning/learning/assessment more clearly across the school, including ELC.

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

Learning, teaching and assessment (QI 2.3)

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

The following information has been extracted from our HGIOS4 self-evaluation:

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| <ul style="list-style-type: none">✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. | <ul style="list-style-type: none">✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.✓ Staff access and apply relevant findings from educational research to improve learning and teaching.✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. | <ul style="list-style-type: none">✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.✓ All teachers have well-developed skills of data analysis which are focused on improvement. |
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Evidence of our strengths

- In a school/ELC of just 5 children and 3 key staff, our relationships are strengthened by our small size. We work closely to nurture, support and challenge our children appropriately. In a multi-composite class, learning is tailored to the individual. Our high staff to pupil ratio, allows for high-quality feedback on learning and next steps to take.
- Timetables are planned to maximise staff effectiveness.
- The **majority** of our primary children are successful, confident, active and responsible. They set their own targets for the term, reflecting and evaluating all previously set targets.
- Pupil questionnaires indicate that the **majority** of our children feel successful and on-track with their learning.
- A **minority** of our learners have diagnosed Additional Support Needs. Support is sought from ASN Outreach Team/Educational Psychology to make appropriate interventions to support this child to engage with the curriculum, overcome barriers to learning and increase attainment.
- Whole school topic/activities are planned by the pupils and staff together.

- With a small number of children, peer feedback occurs naturally.
- Learners' achievements in and out of school are recorded and recognised e.g. own display wall in class, porch displays for parents, Fair Isle Times, Shetland Times/Radio Shetland, end of year profiles, reports.
- Benchmarks are used for assessment to ensure national standards are achieved within most curriculum areas at each level.
- Pupil learning is tracked in their 'My Learning' folders.
- Progress is tracked in core areas of the curriculum on SEEMiS.
- Assessment for Learning (formative assessment) is evident in day-to-day classroom practice as a means of continuously assessing knowledge, informing our teaching and providing feedback to improve pupil learning. New HT has started to incorporate success criteria/targets for tasks and children are encouraged to traffic light or tick off if achieved (self-assessment). This requires further work to embed.
- Summative/diagnostic assessments are also used such as: end level TJ tests, single word spelling test, single word reading test, [Primary One Literacy Assessment and Action Resource \(POLAAR\)](#) and other Highland Literacy resources for language assessment and SNSA (Scottish National Standardised assessments) in P1, P4 and P7.
- End of year profiles require pupils to reflect on the past year and highlight their achievements in different areas of the curriculum.
- Parent teacher meetings, end of year reports, notes in reading records, conversations at the door all provide parents with insight and feedback on learning and progression.

Areas to develop from HGIOS4

- HT has started to develop a more digitalised approach to planning and tracking progression. Connecting with other 'digital schools' in the local authority such as Burravoe, will support this. HT has also attended courses on digital learning. It is hoped children will make effective use of a range of digital/ICT tools to record and demonstrate their learning.
- 'My Learning Folders could be utilised in a more impactful and frequent way, instead of highlighting at the end of a session. A digital format of planning with explicit learning intentions, success criteria and connections to progression pathways, will all provide a clearer overview of children's learning and next steps. Children's daily engagement will support their skills to become successful learners.
- Peer feedback is fairly informal; therefore, there is scope for this to be more structured and embedded. Self-assessment could be more prevalent and evidenced across the curriculum.
- Curriculum mapping is an area we need to focus on to show coverage of the curriculum at all levels and identify gaps.
- There is a need for forward planning beyond the Numeracy, Literacy and Health and Wellbeing progression pathways that suit multi-composite classes.

Areas to develop from HGIOELC self-evaluation

- The range of assessment tools and formats of recording could be improved further
- HT/ELC Manager and EYP plan to improve the planning/observing/assessing/evaluating cycle and how this is recorded/evidenced.

- Planning for learning needs to be more structured and incorporate intended learning outcomes that are more explicit and linked to the CfE.
- There is scope to develop a writing table/area to encourage mark making.
- Transfer tracking to electronic format
- HT/ELC Manager and EYP need to create more collegiate time and HT to support EYP in evidencing progression

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

Quantitative evidence

- SNSA results, Standardised Spelling and Reading age Tests, Northern Alliance Maths tracker - reflect high level of attainment for **the majority** of our children (2 pupils), the other pupil has ASN - measures in place to support progress and raise attainment),
- Parent/pupil questionnaires
- **All** children state they: enjoy coming to school, enjoy learning at school, feel encouraged and support by staff, staff explain ways to improve their work
- **Almost all** children indicated that they are not always sure where they are in their learning of next steps

Qualitative evidence

- Parent/pupil questionnaires – comments “**I get clever by learning.**”
- Self-evaluation documents – HGIOS4, HGIOELC, Realising the Ambition Challenge Questions, National Standards (My Support, My Life), Care Inspectorate New Quality Framework.

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

- The key priority for next session is to enhance planning to make learning intentions and success criteria more explicit. Our aim is for children to become confident and successful learners who can articulate where they are in their learning, evaluate their progress and identify what they need to do next in more depth than in the children’s ‘all about me’ termly profiles.
- Pupil engagement in self and peer evaluation will be embedded further.
- HT will support the EYP to develop a clearer system of planning, evaluating and assessing the children’s learning in ELC and HT to do likewise in the primary class.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

The following has been extracted from our HGIOS self-evaluation document:

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| <ul style="list-style-type: none">✓ The whole learning community has a shared understanding of wellbeing and the children's rights.✓ All stakeholders promote a climate where children and young people feel safe and secure✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.✓ Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. | <ul style="list-style-type: none">✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.✓ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.✓ All staff engage in regular professional learning to ensure they are fully <u>up-to-date</u> with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. | <ul style="list-style-type: none">✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.✓ Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.✓ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing |
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Evidence of our strengths

- Health and wellbeing are integrated throughout all aspects of our curriculum and daily interactions and activities.
- Our children demonstrate evidence of ... Safe Healthy Achieving Nurtured Active Responsible Respected and Included. The ASN outreach team are helping us to support one of our pupils with Additional Support Needs.
- Our school has a positive and supportive ethos based on mutual respect in a strong community, with 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.
- All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and international legislation.
- Our curriculum provides opportunities to explore, value and celebrate diversity, protected characteristics and multi-faith issues and we challenge racism and religious intolerance.

- Our local environment and school garden promote wellbeing and positive relationships.
- We plan to progress through the Rights Respecting School Awards.

Areas to develop

- Parents could be given an overview of the RRSA that we are keen to embark on.
- Children's rights activities could potentially be incorporated into homework in some way, for shared family learning.
- Progress through our Health and Wellbeing progression pathway could be planned and evidenced more thoroughly to cover issues like discrimination, racism.
- Children could be included in termly 'check-ins' to review the GIRFEC wheel and discuss their wellbeing using SHANARRI indicators.
- Staff would benefit from a refresher of legislative frameworks to wellbeing, equality and inclusion.
- HT about to commence Into Headship and work towards achieving the Standard of Headship which includes Education Scotland modules on equality, education and the law, etc.
- HT to complete Child Protection Level 3 training in August 2022/23.

Areas to develop from HGIOELC

- HT/ELC Manager will set up termly meetings with staff to discuss individual pupils using the GIRFEC wheel. Any concerns shall be actioned and then progress evaluated at the next meeting. A secure method of storing this data will be required. We need to develop the children's awareness of SHANARRI wellbeing indicators through our teaching and learning activities.
- We will continue to include achieving the Rights Respecting School Award on our School Improvement Plan for next session. Although children's rights have been introduced, we need to embed this throughout the curriculum and for the younger children to grasp their rights more fully.

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

Quantitative evidence:

- Pupil and parent questionnaire results – **all** children feel safe and valued, **all** parents feel their child is valued and safe, **all** children feel listened to and supported, **all** parents feel their child is listened to and supported.

Qualitative evidence:

- Self-evaluation documents – HGIOS4, HGIOELC, Realising the Ambition Challenge Questions, National Standards (My Support, My Life), Care Inspectorate New Quality Framework.

- Observations and classroom interactions – children need to further develop awareness and understanding of GIRFEC, equality, racism ...
- Planning – this needs to specify in more depth, links to the curriculum experiences and outcomes linked to this QI.

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

Priority 2 from last session's improvement plan will remain in place (Rights Respecting School).

Embed SHANARRI in our classroom activities and staff meetings/discussions about children's wellbeing.

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

Raising attainment and achievement (QI 3.2)

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

- The **majority** of our pupils, across the ELC and Primary, demonstrate high levels of attainment and ability in literacy and numeracy.
- The **minority** of our pupils have Additional Support Needs – close liaison with the ASN outreach service help staff to implement appropriate approaches to support these children to engage with learning experiences and make positive steps forward. This continues to be a key challenge; however, we are the beginning stages of enhancing our environment to meet ASN. We are one small multi-composite class of 3 pupils; therefore, core learning is individualised; learning experiences are planned to meet and challenge individual needs.
- Improvements are being implemented to enhance systems of tracking and monitoring pupil progress.

The following information has been extracted from our HGIOS self-evaluation:

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| ✓ Almost all children and young people are attaining appropriate levels and a few have exceeded these. | ✓ Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. | ✓ The school empowers children and young people to have a say in the quality of their learning experiences and how to improve. |
| ✓ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. | ✓ All young people are successful in moving on to a sustained positive destination on leaving school. | ✓ Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all. |
| ✓ Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. | ✓ Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. | ✓ There is evidence that children and young people are applying and increasing their achievements through active participation in their local community. |
| ✓ The school's data demonstrates our current learners are making very good progress. | | |

Evidence of our strengths

- Literacy and Numeracy are a focus of study every day.
- All our learners are making good progress and are attaining appropriate levels or exceeding them in all areas of the curriculum.
- Learners make very good progress from their prior levels of attainment.
- Progress is tracked in core areas of the curriculum on SEEMiS.
- SNSA – scores are high for two of our pupils at their appropriate levels.
- We provide constant reinforcement of learning objectives.
- Overall, our learners are successful, confident, responsible and highly effective contributors to our school.
- Pupils track/ monitor their own learning and can demonstrate progression and attainment over time e.g. All About Me. Highlighting benchmarks (P5)
- Great learning links with the community.

- The children are confident at talking about their learning, progression and achievements. They display their own work on their own wall and share it with their parents termly.
- ASN outreach involved in developing strategies for our pupil with ASN to overcome barriers and raise attainment.

Areas to develop

- There is scope for tracking and monitoring to be more rigorous. HT has started using a tracking spreadsheet for the CfE Maths progression Pathway and highlighting benchmarks upon achievement. This needs to be in place across literacy and HWB too.
- HT will create more opportunities for pupil self-evaluation in daily work, beyond completion of termly 'All about Me' profiles.
- HT will also create more opportunities for pupils to give feedback on the quality of their learning experiences and suggestions to improve.

Areas to develop from HGIOELC

- Due to our small size, there are fewer children to navigate and build social skills with. Visits to other nurseries over the next session would support this aspect of their development.
- HT/ELC Manager will support EYP to understand and use SEAL maths to build a strong foundation and ensure appropriate progress is made
- There is scope to build more child self-evaluation into learning.
- HT/ELC Manager and EYP to improve the cycle of planning, recording, evaluating, assessment, etc. This could be more rigorous and recording/evidence more effective.

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

Quantitative evidence:

- SNSA results, Standardised Spelling and Reading age Tests, Northern Alliance Maths tracker - reflect high level of attainment for **the majority** of our children (2 pupils), the other pupil has ASN - measures in place to support progress and raise attainment),
- Assessment Results – weekly spelling, maths end of topic assessments, standardised assessments for reading and spelling ages. The **majority** of our children are on track, achieve high results.
- Pupil questionnaires - **the majority** of our pupils are unsure of where they are in their learning or their next steps, although 'All about me' profiles indicate they can identify strengths and areas of development in a more general sense.

Qualitative evidence:

- Parent questionnaires – comments *“Our child does not enjoy core learning due to his ASN. This has an impact on his willingness to cooperate and complete educational tasks. We know that the school liaise closely with the local authority ASN outreach team for support/approaches/resources to help our child’s overcome barriers to learning and increase his motivation. We believe academic progress will improve as our child settles in, responds to strategies and matures over the months ahead”*
- Conversations/meetings with staff to discuss pupils and identify needs.
- Self-evaluation – HGIOS, HGIOELC, National Standards, RtAmbition, etc.

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

- Include ASN in our improvement plan – implementing the Zones of Regulation is a key priority over the coming session. We intend to use the CIRCLE resource to assess/score how inclusive our environment is for children with ASN and make necessary adjustments to increase this score. An IEP will be written to outline targets more clearly for pupils with ASN and possibly a Child’s Plan.
- Another key priority for next session is to improve our documentation and evidence of planning, progression and achievement with more explicit links to the curriculum. Pupil involvement will increase their awareness of their progress and next steps. Sharing learning intentions and success criteria more explicitly will also support this, along with increasing self-assessment strategies.
- Work with ELC staff to develop understanding and use of SEAL approaches to Maths to build a strong foundation for future learning.

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

Fair Isle Primary School
School Improvement Plan
2022-23

Factors Influencing the 2022/23 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • New HT commenced end of February 2022 • New pupils with Additional Support Needs – CAMHS involved in assessment and support • Self-evaluation – HGIOS4 and HGIOELC • Pupil/parent questionnaires. 	<p>Local factors</p> <ul style="list-style-type: none"> • ASN central outreach team – support and guidance
<p>UNCRC</p> <ul style="list-style-type: none"> • Rights Respecting Schools is our second improvement priority for session 2022/23 • Increased pupil awareness of UNCRC will increase children’s wellbeing and confidence. • Classroom practice and approaches that are underpinned by UNCRC ensures mutual respect across the school community. • RRSA – support and guidance towards achievement of the Bronze Award. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Fundraising – cruise ship visits from the isle has recommenced and provides a valuable opportunity to raise funds through our enterprise programme. • Grants – application to Zetland trust, Community Climate Asset, etc.. • Trips – parents are asked for the minimal amount towards school trips. We ensure it is affordable, reasonable and appropriate. • Working with the other Outer Isles schools to share the effort of things like grant applications and bookings

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. (highlight as appropriate) 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Inclusion/Additional Support Needs

Continuation from 2021/22? **Y/N** Link to COVID-19 recovery **Y/N**

	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>HGIOS4 Self-evaluations:</p> <p>-QI 1.2 Leadership of Learning</p> <p>- QI 2.6 Personalised Support</p> <p>- QI 2.7 Partnerships</p> <p>Dialogue, support and recommendations from ASN Outreach Team.</p> <p>Discussions with staff and families about the needs of our pupils.</p>	<p>To ensure that a targeted group of pupils are supported to overcome barriers to learning by showing an increase in their:</p> <ul style="list-style-type: none"> emotional wellbeing and resilience engagement in classroom activities <p>from Level 2 on the Leuven Scale to Level 3 by June 2023.</p> <p>By June 2023, increase weaker scores (e.g. 1, 2) in the Circle Participation Score and Circle Inclusive Classroom Scale Score to higher scores (3).</p> <p>By June 2023, all pupils can identify 4/5 emotions in each zone and articulate 2/3 tools to support them when they are managing emotions in each zone.</p>	<ul style="list-style-type: none"> In August, use the CIRCLE resource to assess/score how inclusive our classroom currently is and to make improvements to increase this score. Over term 1 and 2, follow the staged system of support to improve inclusive learning over the first and second term. Re-assess/score in December to measure improvement. Continue as necessary. (Following training in June '22) Implement the Zones of Regulation with all children in the school (this resource will benefit everyone's wellbeing) in the primary class and ELC class. Starting in August, introduce one lesson per week for 11 weeks using the SIC Adapted Zones package. Kitbag Sessions – (following staff training in June '22) implement weekly kitbag sessions with our small primary class of 3 children to enhance wellbeing of all. In August develop IEPs for targeted pupils (following support from ASN outreach). Review this at the end of each term. In December, review whether a Child's Plan is required due to involvement of other agencies (Child Health, CAMHS). Continue to liaise closely with the ASN outreach team, following their advice and recommendations to support our pupils with ASN. 	<ul style="list-style-type: none"> This priority will be led by the HT/CT Continue to liaise with SIC Educational Psychologist and other advisors from the ASN Outreach team. HT/CT will support Early Years Practitioner and Learning Support Assistant to develop knowledge and implement strategies and changes. 	<p>Ongoing staff meetings and dialogue – shared conversations of our observations of, and interactions with, the targeted group of pupils will give an indication of the impact. In June 2023, together we will refer to the Leuven Scale criteria and make a professional judgement based on our observations. In addition, compare CPS and CICS scores – are these scores increasing?</p> <p>IEP – review of targets each term. This data will indicate if the targeted group of pupils have shown an increase in their involvement/engagement with their learning.</p> <p>Discussions/dialogue with families of targeted pupils to measure impact. Parents' Evenings take place in November, March and June.</p>

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 2: Rights Respecting School

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

<p>Standards and Quality Report identifies that this priority is being carried over from last session.</p> <p>HGIOS/ELC self-evaluation: QI 3.1</p>	<p>Planned Outcome</p> <p>By June 2023, our learners will have increased their knowledge of Children's Rights, with the majority able to verbalise a selection of key rights and explain how these are embedded in our daily experiences and interactions in school. By working towards becoming a Rights Respecting School, our learner's will feel valued and trust that their rights will be honoured.</p>	<p>How exactly are we going to do it?</p> <p>Terms 1-4: Through curriculum activities, increase children's understanding and awareness of their rights. Teaching about, through and for rights.</p> <p>Term 1:</p> <ul style="list-style-type: none"> Introduce the Rights Respecting School Awards three strands to the whole school community. Collaborate with another remote island school, also working towards achieving their Bronze Rights Respecting School award. <p>Term 2:</p> <ul style="list-style-type: none"> Involve pupils to review our school practice against Silver Award descriptors for each of the RRSA strands. <p>Term 3</p> <ul style="list-style-type: none"> Collaborate with pupils to create our action plan for silver. Submit our action plan to the RRSA team for approval. <p>Term 4</p> <ul style="list-style-type: none"> Bronze award received? Can pupils identify a selection of rights and give further explanation of them in practice. 	<p>Resources and Lead Person</p> <p>HT to lead this change, in collaboration with pupils, staff and parents.</p> <p>HT to work with EYP to support ELC practice and involvement in this priority.</p> <p>HT to share information and progress with the wider school community.</p> <p>HT to plan appropriate classroom activities to teach about rights.</p>	<p>Monitoring the impact of the priority on learners</p> <p>By June 2023:</p> <p>Can our children identify their key rights and explain how they are fulfilled?</p> <p>Do our interactions and classroom practice reflect children's rights?</p> <p>Have we received our RRSA bronze award?</p> <p>Do our children feel valued and treated fairly, with their rights respected (pupil feedback questionnaires)?</p>
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. <i>(highlight as appropriate)</i> 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 3: Improving systems of planning and tracking pupil progress through CfE Progression Pathways

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

	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Standards and Quality report 2021/22</p> <p>Self-evaluation HGIOS4 HGIOELC</p>	<p>By June 2023, our learners will benefit from a clearer system of planning and tracking learning/progress, and be able to articulate their learning journey by identifying:</p> <ul style="list-style-type: none"> 4 or 5 key areas (across core subjects) they have improved/achieved this session 3 or 4 key areas (across core subjects) they are keen to improve next session, based on data from teacher feedback/dialogue, assessment results, CfE level they are working towards/withing/have achieved 	<ul style="list-style-type: none"> Planning – In both ELC and Primary, increase the level of detail at all stages (termly/daily/weekly) with clear links to CfE Progression Pathways/Es and Os. Learning intentions and success criteria to be shared with children in both verbal (small school role allows for high quality dialogue with pupils daily) and written formats to develop awareness of their progress, achievement and next steps. Pupil involvement in tracking/highlighting their progress through the Pathways in their Learning Folders Develop an IEP for ASN pupils with clear targets and success criteria. Target setting – transfer targets from 'All About Me' profiles to children's desks for daily referral Continue to support Early Years Practitioner in ELC planning and tracking pupil progress in ELC. 	<p>HT to lead and support all staff, including supply teachers.</p> <p>HT and EYP to learn from other similar schools/settings</p> <ul style="list-style-type: none"> HT to work with mentor HT and EYP to visit other schools HT to share and discuss practice and approaches with other HTs 	<p>By October '22</p> <p>Are learning intentions and success criteria shared successfully with all pupils and does this improve their confidence in their progress/success?</p> <p>By December '22:</p> <p>Are pupils involved in regular highlighting, reference to progression pathways and is this providing pupils with increased awareness of their progression through levels?</p> <p>Has a system for EY planning been developed and has this improvement enhanced the learning provision and progression for our ELC children?</p> <p>By June '23:</p> <p>Have long term plans been developed/utilised to ensure children experience a broad and balanced curriculum across subject areas?</p> <p>In our annual questionnaire, do pupils feel they know where they are in their learning and know their next steps? When asked about their learning, can our children articulate where they are and their next steps?</p>

Pupil Equity Fund – Planning and Reporting **NOT APPLICABLE**

PEF Allocation 2022/23 - Zero		Carry forward from 2022: Nurture wellbeing and socialisation to mitigate against the negative impacts of remoteness and isolation			
<p>Project/intervention: We do not qualify for any PEF, however we engage in a specific way to mitigate against the inequalities of a childhood in Fair Isle based on the disadvantages of being remote and rural.</p> <p>What data/evidence informs this? (what is your gap?)</p> <p>Socialisation- peer relationships between children of the same age and gender are limited in Fair Isle, as they are in Foula and Fetlar. Working together we can alleviate the isolation somewhat and provide peer group support as the children graduate P7 and attend the Anderson High School where they will be boarding in the Halls together.</p> <p>Curriculum-items in the curriculum not possible in Fair Isle include swimming lessons, museum and library visits, drama, Active Schools activities, cycle proficiency on public highways and other sporting and cultural curricula.</p> <p>Transition- an enhanced transition over several years is needed as young people must board at Anderson High School in three-week blocks from S1. They are almost always the only child from their island transitioning to high school at that time and need to be familiar with the expectations and routines of the Halls of Residence.</p> <p>Professional Learning Leadership and Collegiality- The offsite experiences afford collegiate time for the teachers of the two (formally three including Fetlar) schools to work together. All teachers are the sole teacher in their schools and two also run a nursery.</p>					
<p>Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i></p>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact



<p>Planned Outcome <i>Educational Visits to Lerwick, at least 3 in the session to be with the other outer isles schools Fair Isle and Fetlar as agreeable to join</i></p>		<p>Details of project/intervention: <i>All pupils involved in the Educational Visits</i></p> <p><i>See above for details</i></p>	<p>Resources and Lead Person <i>Funding Education Department via Helen Budge for swimming lessons and travel</i></p> <p><i>Use of the facilities and accommodation in the Anderson Halls of Residence</i></p> <p><i>Active Schools and the Clickimin swimming instructors</i></p> <p><i>Other sporting and cultural venues, workshops and professional input</i></p> <p><i>School Fund Reserves</i></p>	<p>Measures of impact on learners</p> <ul style="list-style-type: none"> • HT • Learners • Parents • The curriculum • Transition • Relationships • Active Schools/ HWB/ participation • Fair Isle Community
Teaching and Learning	Y			
Leadership	Y			
Family and Community	Y			

Staff Allocation

Teaching Staff

Head Teacher/Class teacher

Head Teacher Relief – 0.3FTE vacancy

McCrone time – unspecified

Support Staff

ELC Practitioner – 19.5 HPW including out-of-ratio time

EYSW Relief – 4.17 HPW including out-of-ratio time

Learning Support Assistant - 11 hours per week – working with Head Teacher to support pupils and lead our school garden project.

Instructors

Art and Craft – 1.5 HPW – Head Teacher released from class

Music – 1 HPW – Head Teacher released from class

Clerical Assistant – 5 hours per week from temporary clerical (flexible and can be up to 10HPW) while permanent clerical assistant is on maternity leave (10HPW).

Fair Isle Primary School School Working Time Agreement 2022-23

Item	Detail	Hours per week
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	17.5
Head Teacher Admin		7.5
Personal preparation and correction		10
Collegiate Time		Hours per year
Collegiate time	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Collegiate discussion for personalised support	Within in-service days and termly in addition to whenever necessary	5
Reporting to Parents	Number of reports X agreed time allocated	20
Moderation Activities (including QAMSO training)	Agreed Time Allocation	5
Tracking and Monitoring	Agreed Time Allocation	10
Parents evenings	5 children - twice in the year	6
Staff meetings (inc. Manager Meetings and ELC Managers on MicrosoftTeams)	Approx 1 hour per fortnight	20
Reading (NIF, EdScot, Circulars, PEF etc)	Half day per term	14
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	5
PRD	Ongoing Professional Update	10
Organising Educational Visits	New to the system –making contacts	20
Outer Isle Liaison		15
Professional Learning		10
Flexibility		6
School Improvement Plan	Tasks to address priorities on SIP	15
S&Q/SIP	Self-Evaluation Data Gathering, Analysis and Reporting	20
Corporate Liaison and Learning	Risk, Finance, Technology, Systems	4
Janitorial	Buildings liaisons, Fire Alarm Checks, CO2 monitoring etc	10
Total	Total collegiate time allocated	195

Management Time Allocations by week across the year (initial agreement to be discussed with QIO and supply teacher availability)

Supply cover dates From	To	Number of days proposed	Actual days taken
Total days proposed			