Fair Isle Primary School

Standards & Quality Report
2022-23

and

## School Improvement Plan
2023-24

Introduction

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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2023/24. 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:
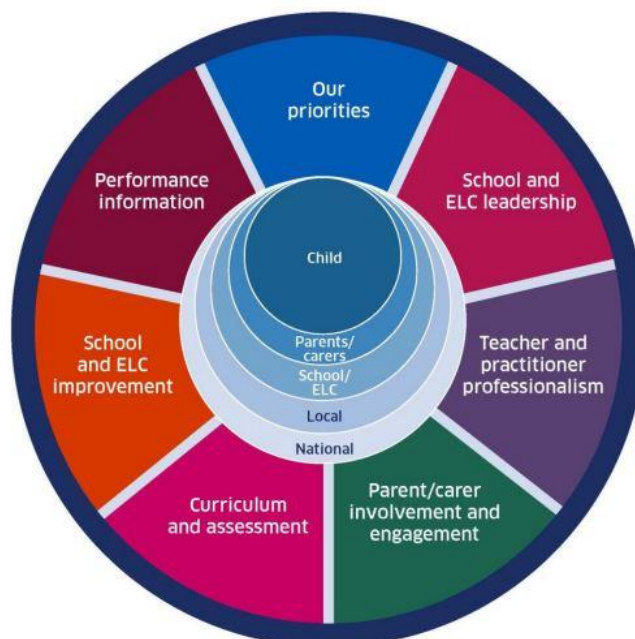
Contextual analysis of the school

- Fair Isle is the southernmost island in Shetland. The island is located almost half-way between Shetland and Orkney. The isle's population is approximately 50.
- Fair Isle Primary and ELC is a small, one teacher, non-denominational school situated in the centre of the island with 3 primary-aged pupils and 2 ELC pupils (both deferred entries to Primary 1).
- 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 Practitioner, 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 covered by supply teachers in one-week blocks.
- From August 2023, there will be no cook and the current Learning Support Assistant will have retired from this role. There will be no ELC-aged children on the isle, therefore the ELC service will become inactive. The EYP is being redeployed into the Learning Support Worker role.
- 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 that the pupils use during playtime.
- A small garden extension was built in 2021 and this area is mainly used for gardening e.g. composting, growing fresh produce, flowerbeds, trees, fruit cage. The area also includes a mud kitchen and sand-pit.
- 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/mothballed). 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 an active Parent Council, that meets each term.

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 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 (0.4FTE when ELC in operation, 0.3FTE when no ELC). We currently have two instructors (Art and Music) who cover 2.5 hours 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. This arrangement would likely cause frequent disruption to the school's service and HT admin time. When supply staff do visit for a week, hours (and admin time) are often lost due to travel delays, yet supply are paid.
- Our small population also presents challenges in relation to staffing. The school cook post (commencing August 2023) has been advertised twice with no success at attracting applicants. The ELC could only be staffed 18hours per week over the last session therefore not fulfilling the 1140 hours for parents. The lunchtime supervision post has been vacant for several years. Support staff (EYP, LSA) have covered lunchtime supervision for the duration of this period. Without their support, the HT would be required to supervise lunch and this would potentially have a negative impact on HT time/duties.
- The teaching HT is responsible for Additional Support for Learning with remote support provided from Education Outreach when necessary. A Learning Support Assistant is employed 11HPW (due to increase to 15HPW from August 2023). For the remaining hours of the week, the teaching headteacher is the only adult present to oversee the teaching and learning of pupils from p1 to p7, which can be challenging and affect progress. From August 2023, 40% of pupils in the multi-composite class have additional support needs.
- The Education Outreach advice followed from August 2022 includes: creating and reviewing IEPs on a termly basis, introducing Zones of Regulation, Pictorial timetable, Reward Choice board, now/then board, sensory breaks, CIRCLE toolkit. The outcomes of these measures are reported in the review of SIP priorities further on.

PEF Fund
- Our school does not qualify for PEF funding; however, £1200 was provided from the LA in January for the purpose of meeting our equity gap: experiences. Being geographically isolated, our pupils miss out on the wide variety of experiences such as

swimming tuition, museums, sports, library, climbing wall, etc
- Unfortunately, the Foula/Fair Isle trip to Shetland Mainland planned for March was cancelled due to heavy snow. The £1200 was able to be carried forward to term 4. The May trip was cancelled, for Fair Isle only, due to fog that week.
- Fortunately, a planned trip further afield to Dundee during the last week of June 2023 took place. This was funded by a combination of sources: Non-PEF school funding (as above), a generous donation from a local resident; and, our own School Fund (money raised through our enterprise stall when cruise ships visit the isle in Spring/Summer). The Dundee experience was an exceptional/special trip for our primary-aged children and took place for a number of reasons: our ELC closed one week early (as could not be staffed); the donation received from a local resident was generous and we wished to do something special. Trips will be more complex to plan for next session as we have two primary one children therefore supply cover will need to be arranged/paid for while the other pupils are in Shetland.
- The Dundee trip offered unique experiences beyond Shetland Mainland:
- Travel experiences – overnight ferry, train, local buses, on foot in a city environment (eg. road safety), returned by plane to Shetland
- Cultural/learning experiences – The Discovery Point, McManus Museum and Gallery, the V&A, an Orchestra performance in Caird Hall, Camperdown Wildlife Centre
- Leisure experiences – Circus, Cinema, Swimming, Trampoline Park, larger playparks, shopping centres, restaurants/cafes.

Support and Team Improvement Visits, Inspections

- The Link Officer for our school visited on two occasions, March and June 2023

- Feedback has been received regarding the March visit (awaiting feedback from June visit). March visit focused on teaching and learning. The following was highlighted:

Learning and engagement

– IT equipment upgrade this session has enhanced learning experiences. Laptops and ipads are used by children most days, particularly for apps/games to reinforce learning. Activpanel is used for: viewing learning content e.g. Newsround, educational video clips, teaching powerpoints; teaching/demonstrating/explaining; pupil use e.g. games.

- Education Outreach recommendations incorporated successfully: IEP writing support received, suggested Dyslexia resources purchased, strategies/resources for supporting pupils with ADHD e.g. pictorial timetables, brain breaks, now/then board, reward choice board, strategies/resources for supporting emotional regulation e.g. Zones of Regulation. Using the CIRCLE resource to measure inclusive practice and make necessary changes to enhance spaces, support and pupil participation.

- STEM room – woodwork area and equipment utilised fully by pupils

Next steps in this area – increase use of technology to support ASN, in particular, those with Dyslexia.

Utilising community and spaces for outdoor learning

- School garden – growing fruit and vegetables, composting, encouraging wildlife through

- our wild flower area for pollinators, bug hotel, planting willow.

- Working with the Fair Isle Bird Observatory Ranger (April to November): Citizen Science activities, such as participating and reporting our data for The Big Seaweed Search and Beach litter survey submission to Marine Protection Association. Excursions focused on developing knowledge of local flora and fauna e.g. identifying and pressing local flowers, pond dipping, rock pooling, moth trapping, etc. Creating a bug hotel for our school garden by collecting and organising suitable materials.

- Science experiences and learning inspired by snowfall in March, in particular, snow pellets, and how they differ from hailstones. Following on from this, the children visited the local weatherman and weather station to learn more about weather and recording instruments. Children completed their own measurements of weather.

- Croft visits during lambing

- Visiting the local museum to learn about the history of Fair Isle

- PE activities outdoors when weather permits – daily mile walk/jog, scrambling by The Rippack, cycling.

Next steps in this area identified: increase literacy and mathematical learning outdoors.

<u>Tracking Learning</u>

- Individual pupil Learning Folders with: progression pathways highlighted for Maths; Language and Health and Wellbeing; SNSA results; bi-annual reading and spelling age data; termly 'All about Me' (pupil self-reflection and targets) and, end of year profiles (reflections completed by pupils). Parents can view these folders at termly open afternoons.

- SEEMis data updated regularly regarding CFE progress

Next steps – incorporate other curriculum subject benchmarks in Learning Folders

SIP Priorities

- Priority 1 – ASL provision - progress with ASL measures already mentioned above

- Priority 2 (Rights Respecting Schools Award) was not pursued this session, due to HT commitments for Into Headship Post Graduate Studies. The school's Parent Council encouraged this priority to be postponed (October PC meeting) to alleviate HT workload and concentrate on urgent priorities

- Priority 3 – Curriculum Planning, mapping and progress - clearer forward planning is in place for termly and weekly learning, yet HT recognises this requires ongoing work, requiring further commitment and development to bring this to a higher, more robust and clearer standard of planning and tracking. A visit to another small primary school on Shetland Mainland in May was helpful in gaining insight into planning, teaching and learning approaches for multi-composite teaching. Discussions with other teaching

headteachers at Head Teacher Development Days, albeit brief, have been helpful.

ELC

- EYP's support, both in the ELC and to the head teacher in the wider school environment, was recognised as excellent

- EYP's consistent approach to supporting a child with ASN has been integral to this child's social and emotional progress over the past 16 months.

- EYP has incorporated ideas from visiting other settings into developing Learning Journals and the floorbook record of learning and experiences.

- Yearly overview and termly plans created to reflect Es and Os covered.

- Tracking – Highland Literacy for Early Years with progressions highlighted using different colour for each session – to be continued in Primary. Northern Alliance Maths Progression/tracker spreadsheet completed for ELC children alongside primary pupils.

- Daily evaluation in place – reflections on children's learning, next steps, child voice (on post-it notes and stuck into Learning Journals)

- Enhanced ELC/P1 transition in place for pupil with ASN

- Personal planning updated regularly in consultation with families

- Care Inspectorate – New Quality Framework self-evaluation completed with HT

Other relevant points to conclude:

At the May HTDD, HT raised (with the Northern Alliance representative) the need for an online forum for teaching headteachers from across Scotland. This would provide a supportive platform for sharing practice and enabling improvement in settings of this size and remoteness.

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Collaboration and consultation with our stakeholders in session 2022/23

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	Term 1,3 Termly Term 1 Term 3 Term 4	- In-service - Daily interactions - CPD activities - meetings - SIP discussions - SHANARRI discussions - Emotional Intelligence View 360 (for Into Headship) - Staff focus group at start and end of new initiative - Realising the Ambition challenge questions - New Quality Framework - PDP (annual reviews) - HGIOS4? - HGIOELC? - Care Inspectorate New Quality Framework - Report writing – pupil discussions	**Child Protection** - staff awareness of responsibilities and procedures **Pupils**– ongoing discussions and reflections on the academic, social and emotional progress of our small number of pupils, their needs and how to best support them. **ASL** – Staff discuss and share approaches that work effectively to support pupils with ASN. Staff input is valuable in analyse the impact of measures and making necessary changes to suit the children's needs. **Teamwork** – excellent rapport and communication between staff members enables everyone to work together for the best interests of each pupil. **School Leadership** – staff input on EIV360 was positive and helpful. Focus group discussions re a new initiative (Zones of Regulation) provided a clear picture of impact and shaped next steps. **ELC** – EYP has been highly efficient and proactive at developing knowledge of CfE and incorporating this knowledge into ELC practice to meet children's needs. EYP and HT completed self-evaluation processes together – this identifies many strengths, in particular due to our small size and high staff:pupil ratio. Development needs identified are often due to our small size e.g. unable to facilitate free-flow between indoor/outdoor play. **CPD** – Visits to other settings provide helpful insight into good practice which has helped staff to adjust own practice in lines with the needs of our context. **Documentation** - Policies, risk assessments, Fire Safety Procedures, Curriculum Rationale, School Handbook have all reviewed and updated.

| Children and young people | Termly | - **All about Me** (pupil reflections on strengths and areas for develop)
- **Daily interactions** (enhanced by small setting size and high teacher-to-pupil ratio)
- **IEPs** – pupil involvement in setting outcomes and reflecting on termly progress and achievement
Termly Planning – discussions with pupils re ideas of areas to cover in Social Studies, Science, RMPS, HWB, PE. | **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. Pupils with ASN require one-to-one support with this process to extract their opinions. |
| | Term 4 | **Pupil Questionnaire** (HMIe, Education Scotland questions)
End of Year Profile (pupil reflections on the learning over the past year)
Report Feedback – pupils views on their report | **IEPs** – this provides an overview of tailored outcomes that are paced to the needs of the child. Pupil reflections can be difficult to extract – traffic light colours used to highlight and adult support to look at evidence of progress to aid evaluation/analysis.

Planning learning – some guidance is necessary when incorporating pupils' ideas for areas to explore to factor in curriculum mapping and curriculum balance.

Report Feedback – reports are fair and reflect children's strengths and areas to focus on. Pupils recognise and celebrate their progress over the year.

Questionnaires - Pupils say:
They enjoy school and learning, and school helps them to become more confident.
They are getting on well with their learning
Staff encourage them to do their best and talk to them about how to improve their work
Staff listen to them and help them understand things
School work is at the right level and they know where there are in their learning and where they are going next
They can speak to staff and staff are good role models and deal with inappropriate behaviour.
There is no bullying at the school and they are treated with respect from staff and pupils.
The playground is safe & there is plenty to do |

Parent and Carers	Termly	**Parent Council meetings**	-Parent Council encouraged HT to reduce SIP priorities from 3 to 2 this session due to other demands placed on HT (Into Headship Qualification). Parents agreed on the most important priorities that will directly impact positively on the children (ASL Provision & Planning and Tracking pupil learning/progress) -HGIOS school reflections are shared for set QI and parent feedback is sought during PC meetings, if time allows. - HT update provides info on school activities or issues.
		Informal daily interaction at the school entrance	Parents and staff engage daily in the school porch. This produces an opportunity to discuss any aspects of school or their child on an informal basis.
		Open Afternoons	Parents enjoy open afternoons to view pupil books and displays to gain insight into their child's learning and progress. Photos are also posted on the school's closed social media group.
	Term 3	**Workshop & survey** (Implementing a new initiative as per SIP)	Parents appreciated the workshop on Zones of Regulation and identified such consultative/informative activities as valuable to building parent/school partnerships. Parents were in favour of the school introducing Zones to support wellbeing for all children.
	Term 2, 4	**Parent/Teacher meetings**	Conversations were beneficial for staff and parents to share pupil emotional, social and academic development. All on same page regarding progress/next steps.
	Term 4	**Pupil Report Feedback form** **Parent questionnaire** *(from Education Scotland/HMIE)*	Parents agree with report information. Parents agree that: *-their child enjoys learning, is progressing well, is appropriately challenged and school builds their confidence* *-their child feels safe at school, is respected and treated fairly* *-their child is known individually and supported* *-the school is well-led and teachers inform on pupil strengths and targets* *-there is mutual respect between staff & parents and parent/teacher meetings and reports are helpful and informative* *-their views are sought and they are consulted on decisions that affect their child* *-the school is approachable and confidentiality is respected* *- any concerns raised will be handled well*

Community and other stakeholders	Termly	-AHS cluster meetings -HT development days - School Manager Meetings - ELC Manager meetings	Highly informative transition overview/ calendar for P7 pupils, provided by AHS. Clear guidance and communication regarding portfolios of work and assessments required. Cluster meetings facilitate further discussions regarding transition, along with other issues. ELC practice is shared and discussed – views are sought and knowledge shared regarding important themes e.g. play pedagogy, emerging literacy, outdoor play, care inspectorate expectations, learning journals, etc
	Term 2, 4	-Child's Plan Meetings, Resource-based planning meeting (term 4)	Confirmation that school staff are supporting pupils with ASN in effective ways. Transition to ELC requires enhanced support and gradual exposure to classroom expectations at the beginning of next session to meet pupil needs. Local authority budget limitations (regarding allocated LSW hours, and ELC service becoming inactive (due to small population on the isle), limits the ability to follow the recommendations in the Child's Plan at the optimal level of support e.g. time in ELC environment then building up to sessions in the primary class.
	Term 3,4	-School Improvement Visits	(Please refer to previous section of SQR under the heading School Improvement Visit feedback)
	Term 2,3,4	-Engagement with other schools (EYP visited two settings in Term 2, HT visited another setting in Term 4, HT sought views from schools using Zones as part of Into Headship project, HT visited other small school in term 4)	Good practice in other settings noted: ELC learning journals and floor books, set up of ELC spaces, ELC activities and ASL approaches, multi-composite classroom organisation strategies, tracking and recording progress, digital learning ideas, resources for teaching and learning, and general beneficial discussions with staff from a similar setting size. Zones of Regulation has had a positive impact on providing helpful strategies to manage all emotions and increased emotional literacy. Mixed results noted regarding Zones decreasing levels of emotional dysregulation in pupils with ASN
	Term 3, 4, 1	Fair Isle Bird Observatory Ranger and other isle residents with knowledge of local flora and fauna	Our ranger has been proactive & dynamic, introducing varied experiences and knowledge new to the children. Citizen Science projects have proven impactful in developing children's appreciation of sustainability

Shetland Islands Council

Standards & Quality Report
2022-23

Progress made with the Priorities from our 2022-23 School Improvement Plan

NIF PRIORITIES 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	NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1:   Improving additional support for learning provision to meet all learners needs

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?
To ensure that a **targeted group of pupils** are supported to overcome barriers to learning by showing an increase in their: - emotional wellbeing and resilience - engagement in classroom activities from Level 2 on the Leuven Scale to Level 3/4 by June 2023. *(1 lowest and 5 highest)* By June 2023, increase weaker scores (e.g. 1, 2) in the Circle Participation Score and Circle Inclusive Classroom Scale Score to higher scores (3,4). *(1 lowest and 4 highest)*	- Education Outreach recommendations continued from last term e.g. IEPs planned, reviewed and updated termly. ADHD support and measures in place, Kitbag sessions continued from training last session. - HT completed ASN Induction and liased with ASN officer regarding staging and child's plans. - CIRCLE resource used to assess levels of inclusiveness re classroom spaces, support and resources including staff. Initial scores indicated scores of 3/4 in relation to classroom environment (high scores). Pupil participation scores were low averaging at1/2 (low scores). -Zones of Regulation Introduced from March. Delayed until target group were ready and receptive (focus of Into Headship change initiative). - Staff attendance at relevant CPD. (What is Autism? Reasonable Adjustments to support pupils with Autism, Dyslexia and Technology Conference.) - Leuven Scale and Circle scales repeated	Targeted group of pupils demonstrated an **increase in** the following scores: -Level 1/2 in **Leuven Scale** in September for Wellbeing and Engagement, to **level 3/4** by June -**Circle Participation** scores from level 1/2 in September 2022 to **level 3/4** by June 2023. - Circle Inclusive Classroom Score remains **3/4** IEPs provide a structured framework of learning outcomes, methods of measuring success and clear indication of progress. Pupil and Parent input is sought and included. Zones of Regulation has increased emotional literacy for all pupils, not just the targeted group. As a curriculum to help children with emotional regulation challenges, it has not proven helpful to reduce episodes of dysregulation, instead aspects of the topic can cause upset rather than support, as pupils may not be ready or receptive.	- IEP process to be sustained - Maintain Zones displays, sensory tools/fidget box, breathing cards. Set up daily emotional check-in and develop individual toolbox. - Kitbag sessions to continue regularly, include new p1s. - CDP learning on dyslexia and digital tools to be explored further. - Annual Circle assessments to help monitor and maintain This priority is in the **consolidation phase** now.

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
Placing the human rights and needs of every child and young person at the centre of education	School and ELC leadership	1.2 Leadership for learning	2.2 Curriculum	3.2 Raising attainment and achievement/Securing children's progress
Improvement in children and young people's health and wellbeing	Teacher and practitioner professionalism	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
Closing the attainment gap between the most and least disadvantaged children and young people	Parent/carer involvement and engagement	1.4 Leadership and management of staff	2.4 Personalised support	
Improvement in skills and sustained, positive school-leaver destinations for all young people	Curriculum and assessment	1.5 Management of resources to promote equity	2.5 Family Learning	
	School and ELC improvement		2.6 Transitions	
Improvement in attainment, particularly in literacy and numeracy	Performance information		2.7 Partnerships	

Priority 2: Rights Respecting Schools			
What were our outcomes? 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.	**What did we do?** *Priority 1 and Priority 3, being broad and substantial areas to develop, had significantly more weighting than this priority this session. The Parent Council encouraged reducing from 3 priorities to 2 priorities this session, due to additional head teacher workload (Into Headship Qualification).This decision enhanced impact on pupils for the other two priorities.*	**What was the impact on learners?** N/A	**What are the next steps and how do you plan to evidence the impact of further actions required?** *Move forward to next session's SIP.*

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
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==	==School and ELC leadership== ==Teacher and practitioner professionalism== Parent/carer involvement and engagement ==Curriculum and assessment== ==School and ELC improvement== Performance information	==1.2 Leadership for learning== ==1.3 Leadership of change== ==1.4 Leadership and management of staff== 1.5 Management of resources to promote equity	==2.2 Curriculum== ==2.3 Learning, teaching and assessment== 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	==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 Improving systems of planning and tracking pupil progress through CfE Progression Pathways.

What were out 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?
By June 2023, our learners will benefit from a clearer system of planning and tracking learning/ progress, and the **majority of pupils** - agree that they feel aware of where they are in their learning and next steps - can identify 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, - can articulate CfE level they are working towards/within /have achieved.	HT visits to two similar schools (single class) EYP visits to two ELC settings **In ELC** - HT supported EYP to familiarise with CfE - EYP developed learning journals capturing child's voice, created termly and weekly planning with CfE links - HT supported EYP to record individual progress on electronic CfE pathways for Maths and Literacy. **In Primary** - Termly overview plan developed including links to CfE outcomes across all subjects - Weekly/daily planning proforma developed to include learning intentions - Frequent HT/Pupil discussions to provide quality feedback, identify strengths, develop targets, evaluate success criteria, discuss CfE levels and progress through pathways - Pupil traffic lights self-assessment system - Upper primary involved in highlighting own progression pathways in learning folders	**ELC** - By familiarising with CfE, recording progress on electronic pathways and including CfE in planning systems, this increased EYP's confidence are developing appropriate next steps and experiences for individual children. Learning journals and school reports evidence the successful progress and development made. **Primary** - Annual pupil questionnaire data indicates that **all** pupils agreed that school work is set at the right level, they know where there are in their learning and where they are going next *(in session 21/22 questionnaire data only a minority of pupils agreed)* - Upper primary pupils can confidently articulate their CfE level and whether working within or towards achievement of a level. Middle primary and pupils with ASN are developing their awareness. - IEP - pupil involved in setting targets, evaluating progress – pupil engagement has increased - End of Year Profiles pupils able to highlight success	Although a positive start has been made to developing coherent systems of planning, there is still considerable work required to enhance planning and evidencing learning for all areas of the curriculum. With primary 1 to 7 in a single class next session, this work shall be continued into next session with a focus on: -Benchmarks for all curricular areas to be included in learning folders - Teaching of Modern Foreign Languages (SIP 2023/2024) - Further development of long term planning formats

Pupil Equity Fund Reporting, 2022/23

Project/intervention: Residential trips off-isle to mitigate against the inequalities of a childhood based on the disadvantages of living on a small remote island.
 	
What was your gap?
 	
    ▪ **Socialisation-** peer relationships between children of the same age and gender are limited in Fair Isle, as they are in Foula. Working together we can alleviate the isolation somewhat and provide peer group support as the children transition from P7 to attend the Anderson High School where they will be boarding in the Halls together.
    ▪ **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.
    ▪ **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.
    ▪ **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.	

Interventions for Equity	Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)				
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		**Measures of impact on learners**
*By June 2023, **all** primary aged children will have experienced a range of experiences beyond the limitations of their remote isle and had an opportunity to mix with peers of same age/stage*		*For Fair Isle, only 1 out of 3 planned trips to Mainland Shetland with Foula took place (September) - two trips in March and May were cancelled due to weather affecting travel off-isle. Pupils missed out on planned social experiences on these occasions e.g. lessons and break/lunchtime experiences in two larger cluster primary schools).* An additional trip was organised to Dundee in June (Fair Isle only). Experiences included: an orchestra performance, science centre, art gallery, museums, wildlife centre, architecture, trampolining, circus, cinema, swimming (leisure), travelling on various modes of transport, road safety awareness. Parent and pupil feedback was positive. Class report/photos published in Fair Isle Times in August 2023.
Teaching and Learning	Y	
Leadership	Y	
Family and Community	Y	

School self-evaluation, 2022-23, and priorities for further improvement

Qualitative Data	*Quantitative Data*
▪ 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 (self-reflection and learning targets) ▪ Parent/pupil comments in questionnaires ▪ Self-evaluation documents - HGIOS4/ELC, RtA challenge questions, Care Inspectorate Quality Framework ▪ Planning documentation ▪ Professional learning records ▪ PRDs ▪ Child's Plans, CSPs and IEPs ▪ School Improvement and Team Improvement reports ▪ Notes from discussions with other schools (re Zones)	▪ SEEMis - Attainment in the Broad General Education ▪ Attendance, absence and late-coming records ▪ Measures of learner engagement, participation, inclusion and health and wellbeing (CIRCLE and Leuven Scales) ▪ Tracking and Monitoring ▪ Questionnaires and surveys with stakeholders ▪ Questionnaires – other schools (re. Zones) ▪ Pupil Interviews (re Zones – measuring increase in emotional literacy) ▪ Insight Data (secondary) N/A ▪ Bullying and exclusion statistics N/A ▪ Child Protection referrals N/A ▪ Free School Meals data N/A ▪ Education Scotland and Care Inspectorate inspection reports N/A

Education Scotland's evaluative statements can support your analysis of the key QIs:
All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

Leadership of Change (QI 1.3)

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

- School self-evaluation forms an important tool for measure success and identifying areas to develop. HGIOS4 was completed in depth by new HT/staff by June 2022. Care Inspectorate's new Quality Framework, Realising the Ambition Challenge questions and HGIOELC were completed by EYP/HT. Review of Care Inspectorate/National Standards.

- A common theme running through self-evaluation processes is the advantage of our remote, close-knit community, and our small setting size with high staff/pupil ratio. Learners are very well-known and staff work together to support the needs of each child. The rapport across the staff, parents and pupils of our school community is very positive and communication is strong.

- Development needs within each QI from both HGIOS4 and HGIOELC were collated in a clear format. This information, along with feedback from annual parent/pupil questionnaires in June 2022 and conversations as a staff team, were triangulated to identify development needs with the greatest priority to include in the SIP 2022-23. An SIP monitoring form was devised to outline actions, impact on learners and evidence on a termly basis. In addition, many other development needs stemming from HGIOS/ELC were addressed this session.

- Parent Council meetings recommenced (following COVID). Being a small group, meetings provide an opportunity to discuss school matters in depth, update on school progress and gather views.

- HT completed 'Into Headship' across session 22/23 – the coursework developed HT's knowledge and understanding of leading strategic change effectively in schools. Key themes from the course include:
  - Understanding your unique school context, embedding values and developing a clear vision for the direction of the school
  - Building relationships across your school community and implementing effective leadership styles to set a culture for change
  - Consultation and collaboration with pupils, parents, staff and stakeholders at every stage of the change process
  - Engaging with the GTC Standard of Headship to continually improve leadership capacity

  Course learning and leading a change initiative project in school (SIP) developed greater insight into data collection methods and approaches to monitoring change and responding appropriately. Undertaking this course developed HT capacity to lead change and strengthened understanding of Scottish Education Policy.

- New HT developed new vision, values and aims with pupils, staff and parents last session.

- 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. Education Outreach's advice and support the previous session was incremental in developing actions and outcomes for this session.

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

- Into Headship qualification – leading a change initiative – data collected via:
  - Pupils observations/daily evaluations
  - Staff focus group discussions (beginning and end of implementation)
  - Consulting other schools/practitioners via questionnaires and meetings/conversations
  - Pupil interviews (beginning and end of implementation)
  - Parent questionnaire
- Annual pupil and parent questionnaires (questions as per Education Scotland/HMIe questionnaire)
- Parent Council Meeting minutes
- Self-evaluation documents
- Staff PRD records

All parents agree that:
-the school is well-led
-there is mutual respect between staff & parents
-their views are sought on school matters
- they are consulted on decisions that affect their child
-the school is approachable and confidentiality is respected
- any concerns raised will be handled well

All pupils agree that:
- *They enjoy school and learning, and school helps them to become more confident.*
- *Staff encourage them to do their best and talk to them about how to improve their work*
- *Staff listen to me and pay attention to what I say*
- *School work is at the right level and they know where there are in their learning and where they are going next*
- *They can speak to staff and staff are good role models and deal with inappropriate behaviour.*
- *There is no bullying at the school and they are treated with respect from staff and pupils.*
- *The playground is safe & there is plenty to do*

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

- Introduce staff questionnaires (questions as per Education Scotland/HMIe questionnaire) to feed into SIP
- Develop a more structured monitoring calendar of HGIOS evaluation activities across the school session
- Although new 'Vision, Values and Aims' were created, there is greater scope to embed these further in daily school-life
- HT to incorporate principles of HGIOURS to involve pupils more explicitly in leading change

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

Learning, teaching and assessment (QI 2.3)

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

- As mentioned above, our small role and high teacher/pupil ratio allows learning to be tailored to each child and for high-quality guidance and feedback on a daily basis. Support staff are highly competent and intuitive in assisting the class teacher to meet all needs within a multi-composite class.
- A range of ASL approaches and procedures ensure that additional needs are met effectively e.g. IEPs, Child's Plans, Reasonable Adjustments/interventions, CIRCLE (to measure inclusive classroom and pupil participation scores and guide changes), CPD for staff.
- As per Priority 3 above, systems of planning were devised to provide greater clarity of the learning journey across the school year, and ensure learning objectives and pace of learning meets individual needs.
- IEPs are in place for pupils who require additional support. They are encouraged to collaborate in the process of setting, then measuring targets. Through IEPs, learning is set at an appropriate pace.
- Curriculum mapping helps to identify gaps and to direct focus for future learning. This is balanced with learning opportunities offered through our community or wider and the children's interests.
- Pupils have an opportunity to contribute ideas to termly planning.
- Individual Pupil Learning Folders include – Literacy, Maths and HWB progression pathways/CfE benchmarks (highlighted when completed), assessment data, termly 'all about me' pupil self-reflection/target-setting, achievements, end of year profiles (written by pupils)
- End of year profiles require pupils to reflect on the past year and highlight their achievements/progress 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.

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

Qualitative Data:
- Pupil schoolwork
- 'All about Me' and 'End of Year' Profiles
- Pupil Reports
- Parent and Pupils feedback/comments regarding reports
- IEPs – targets highlighted using a traffic light system to inform next steps

Quantitative Data:
- SEEMIS progress and achievement data recorded for core areas
- Assessment data includes: SNSA results, biannual single word reading/spelling standardised tests), TJ assessments in numeracy, spelling assessments (weekly/end of term revision)
- Inclusive Classroom Scores and Pupil Participation Scores (CIRCLE)
- Parent questionnaires:

All parents agree that:
-their child enjoys learning, is progressing well, is appropriately challenged
- the school builds their child's confidence
-their child is known individually and supported

All *pupils agree that:*
- *They enjoy school and learning,*
- *School helps them to become more confident.*
- *They are getting on well with their learning*
- *Staff encourage them to do their best and talk to them about how to improve their work*
- *Staff listen to them and help them understand things*
- *School work is at the right level*
- *they know where there are in their learning and where they are going next*

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

- Benchmarks for **every** subject area to be included in learning folders and highlighted
- Systems of long-term planning require further work to show clarity of the learning journey across the curriculum and plan activities that reflect the 7 principles of learning, Skills for learning/life/work and sustainable learning goals that are appropriate to multi-composite

classes e.g. 4/5 year rotation of topics.
- Developing learning pathways for the Modern Foreign Languages curriculum
- Scope for pupils to evidence their progress and achievements (potentially through Glow blogs)
- Incorporating digital learning as per the Digital Schools Award.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

- GIRFEC – staff discuss each pupil termly against the SHANARRI indicators to monitor wellbeing. This evaluation ensures staff support children to fulfil each indicator and can plan curriculum experiences to benefit their individual needs, or contact other services as necessary e.g. request for support from Education Outreach, School Nursing service.
- Our children enjoy coming to school and feel happy, safe, supported and valued.
- Daily Newsround offers rich sources of discussion on themes such as diversity and equality: religious beliefs and celebrations, LGBTQ, neurodiversity, additional needs and disabilities, other countries and cultures, children's rights and challenging racism and discrimination.
- Multi-faith values, beliefs and celebrations are explored and respected through RMPS curriculum activities
- Our small setting size, high staff-to-pupil ratio and positive, supportive ethos promotes a strong sense of school community that is based on mutual respect – our children are known individually and we work together to set high expectations and meet individual needs.
- All members of our school community were involved in the development of our school vision, values and aims
- A small single multi-composite class from primary 1 to 7 allows learning to be tailored to individual needs
- We use CIRCLE to measure levels of inclusiveness and pupil participation, making adjustments to increase our scores
- We respond to advice and support from Education Outreach to support pupils with ASN effectively
- IEPS – pupil voice and engagement is encouraged and incorporated, parents are involved and contribute
- Child's Plans ensure all partner agencies, parents and staff meet individual needs for pupils with ASN
- Our children are included and involved in the life of the school – staff listen to their opinions and ideas
- Through Into Headship modules (Education Scotland), Head Teacher has strengthened knowledge of legislative frameworks (Equality Act, Children's Rights)
- Wellbeing is promoted through our HWB curriculum and through other approaches (Zones of Regulation, Kitbag sessions, Yoga breaks, growing our own produce in our school garden and engaging with our close-knit isle community)

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

Qualitative Evidence
- Self-evaluation – HGIOS/ELC, Care Inspectorate Quality Framework, Realising the Ambition Challenge Questions, My Support My Life.
- IEPs, Child's Plan documents, RAS, communications with Education Outreach, ELC personal plans.
- End of Year Pupil profiles (written by them), curriculum evidence (planning, schoolwork, displays)

Quantitative
- **GIRFEC –** termly reviews against SHANARRI (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included) indicators
- **Annual questionnaires**

All parents **strongly agree** that
- Their child feels safe at school
- Staff show concern for the care and welfare of my child
- Staff really know their child well and support them well
- The school is good at consulting me on decisions which affect my child
- They are happy with the care and education their child receives
- The school has a good reputation with the community

All pupils enjoy school and **strongly agree** that
- Staff listen to them and pay attention to what they say
- Staff and pupils treat them fairly and with respect
- Staff are good at dealing with bullying behaviour
- They have adults they can speak to if upset of worried

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

- Scope to enhance pupil involvement in termly discussions and pupil self-evaluation against SHANARRI indicators
- Incorporate children's rights more explicitly in daily life of the school
- Embark on RRSA (Rights Respecting School Awards)

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

Raising attainment and achievement (QI 3.2)

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

- In a small multi-composite class, learning is individualised and staff can provide high-quality verbal feedback and guidance on next steps on a daily basis, and also set expectations and criteria for success
- Teacher/pupil conversations about learning are frequent, ongoing and continua (given our class size and high teacher/pupil ratio)
- Core learning in the morning is focused on Literacy and Maths and suits pupils with ASN who follow psychopharmacologic treatment
- Pupil Learning folders: Northen Alliance Maths Progression Pathways and Highland Literacy Progression Pathways are highlighted when outcomes are demonstrated and secure
- Maths Tracking Spreadsheet tracks individual progress through CfE levels and benchmarks throughout their primary school experience
- The **majority** of our pupils are on track or above the expected CfE level for their stage
- The **majority** of our pupils score above their chronological age in biannual single word reading and spelling standardised tests. Progress made between each assessment is discussed with pupils.
- The **majority** of our pupils score the top band (1) for SNSA, with pupils with ASN around band 4/5 for their stage
- We follow advice and guidance from Education Outreach to support out pupils with ASN to overcome barriers
- IEPs ensure outcomes and pace of learning are appropriate to ASN. Outcomes are agreed, and targets are evaluated with our pupils
- Pupils complete 'All About Me' profiles termly to reflect on progress, strengths and areas to develop
- Pupils complete 'End of Year' Profiles to summarise progress made across the curriculum across the year and celebrate success
- Pupils are aware of CfE levels and can verbalise where they are in their learning (with support for pupils with ASN)
- Pupil Reports indicate that **all** pupils continue to make good progress to the best of their ability
- Class teacher has undertaken CPD to develop Additional Support for Learning knowledge and capacity (ASN Induction, CALL conference, Dyslexia and Technology, Into Headship Education Scotland Modules (ASN), Professional Reading)

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

Quantitative
- **Assessment Data** - SNSA data, SEEMis Progress and Achievement data, Summative Assessment results e.g. biannual standardised tests (reading, spelling), class assessment results/scores for weekly spelling and end of topic maths tests.
- **Annual questionnaire feedback indicates:**

All pupils agree that
- They are getting on well with their school work
- My classwork is at the right level for me – some is challenging and some is reinforcement
- I know where I am in my learning and my next steps

All parents agree that:
- My child's learning is progressing well
- My child is encouraged and stretched to work to the best of their ability
- School reports give me helpful information about my child's progress
- Teachers set high expectations for pupils' attainment

Qualitative
- School reports, parent and pupil feedback on reports, IEPs, Child's Plans

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

Areas to develop

- Ongoing focus on raising attainment for pupils with ASN by utilising technology and suitable resources.
- Assessing and tracking progress in writing (perhaps through Big Writing)
- Embedding methods of self and peer assessment into daily learning
- Recording achievements and evidencing success through GLOW
- CPD – developing skills and knowledge in teaching Modern Foreign languages to a multi-composite class
- CPD – developing skills and knowledge at implementing SEAL (stags of early arithmetic learning) to secure a solid foundation in numeracy in the early stages of school and to facilitate maths recovery for older pupils

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

Fair Isle Primary School

School Improvement Plan
2023-24

Factors Influencing the 2023/24 School Improvement Plan

Local authority factors	National factors and drivers
- 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	- Curriculum for Excellence - 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
School factors	**Local factors**
- Self-evaluation of HGIOS/ELC? - Parent/pupil questionnaires - Single teacher school – limitations in relation to teacher skillset and experience (CPL essential to build capacity to teach all subjects across all stages) - Staffing and structural changes: - ELC now inactive for session 2023/2024 as no ELC aged children on isle - LSA retired (staff member who supported MFL curriculum) - EYP redeployed into LSW role, Supervisory Assistant at lunchtime - School cook retired in June 2023 (vacant post)	- Geographically isolated/remote location affects ability to connect with other schools or partners - AHS Cluster Group – information sharing, advice regarding practice and resources, recommendations from AHS
UNCRC	**Tacking Inequalities, Poverty Proofing and Cost of the School Day**
- Rights Respecting Schools is our second improvement priority for session 2022/ - 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.	- Fundraising – cruise ship visits from the isle has recommenced and provides a valuable opportunity to raise funds through our enterprise programme. - Our equity gap is access to experiences (swimming lessons, museums, sports, etc.) due to our geographically remote location. - 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

Priority 1: Developing a 1 + 2 approach to teaching modern foreign languages		Continuation from 2022/23? Y/N		
NIF PRIORITIES ▪ 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.	**NIF DRIVERS** ▪ School and ELC leadership ▪ Teacher and practitioner professionalism ▪ Parent/carer involvement and engagement ▪ Curriculum and assessment ▪ School and ELC improvement ▪ Performance information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person **Note**: Teaching Head teacher **is sole teacher** in the school therefore will lead **all** activities.	Monitoring the impact of the priority on learners
HT/CT - Personal Development Planning – discussions and targets HGIOS self-evaluation: -QI 2.3 (Learning, Teaching & Assessment, -Q2.2 (Curriculum) -3.2 (raising attainment & achievement)	By June 2023, **all** pupils* in primary 7 will achieve **the majority** of MFL benchmarks By June 2023, **all** pupils in primary 4 and 5 (ASN) will have achieve a **minority** of MFL benchmarks for First Level (next session will aim for a majority). By June 2023, **all** pupils in primary 1 will have been exposed to age-appropriate French vocabulary as per AHS recommendation of MFL vocabulary for each stage of primary education. *outcomes may seem ambitious e.g. 'all pupils' however statements are reflective of our small school roll within one multi-composite primary 1-7 class. Note: **All** 100%; **Almost All** 91%-99%; **Most** 75%-90%; **Majority** 50%-74%; **Minority/less than half** 15%-49%; **A few** less than 15%	**Last session** **Jan '23 - HT Professional Development Plan** - target agreed with QIO to enhance HT's skills to teach MFL **May '23** –signposting from Head of MFL at AHS. **June '23** -~~CPD Course~~ (L1+2) *(travel affected by weather)* **June '23** – signed up for Power Languages CPD course in French: *awaiting access from LA coordinator for CPD* **This Session, by end of:** **Sept '23 –** HT/CT to familiarise with national Guidance for 1+2 approach to MFL (via Ed. Scotland site) **Oct '23** - HT to complete Power languages CPD training (French) - HT to familiarise with Language Angels site and compare with L1+2 learning maps/frameworks (CfE) - HT and P7 pupil to evaluate progress against second level benchmarks and plan next steps. **Dec '23** – Weekly outcomes/activities established for P7 **Feb '24** – Weekly lessons/activities established for P4/5 **March '24** – Weekly lessons/activities established for P1 **June '24**– HT to gather assessment data to measure impact of programmes of work on attainment/achievement	Liaison with AHS staff (Head of MFL) regarding P7 Education Scotland – source of L1+2 guidance CPD - Power Languages Course (French) Language Angels online learning platform – lessons and planning frameworks CPD – Power Language Training Course for teachers Partners – liaise with Prof. Support Group schools. What is working for them re MFL?	**Termly** – SIP monitoring form updated, specifying actions taken towards priority, impact on children and sources of evidence **October '23** – P7 benchmarks - progress recorded and next steps/ planned. **Ongoing** - tracking pupil progress – highlight benchmarks in individual learning folders. **May/June 2024** – evaluation of pupil progress over the session P7s achieved **majority** of second level CfE benchmarks? P4/5s achieved **minority** of first level benchmarks? **June 24** – Through focus group discussions, obtain pupil feedback on MFL progress and feedback on Language Angels online resource

Priority 2: To begin our journey towards becoming a Rights Respecting School and achieve our Bronze Award
Continuation from 2022/23? Y/N *(postponed from last year)*

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
▪ Placing the human rights and needs of every child and young person at the centre of education.	▪ School and ELC leadership	1.2 Leadership for learning	2.2 Curriculum	3.2 Raising attainment and achievement/Securing children's progress
▪ Improvement in children and young people's health and wellbeing	▪ Teacher and practitioner professionalism	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
▪ Closing the attainment gap between the most and least disadvantaged children and young people	▪ Parent/carer involvement and engagement	1.4 Leadership and management of staff	2.4 Personalised support	
▪ Improvement in skills and sustained, positive school-leaver destinations for all young people	▪ Curriculum and assessment	1.5 Management of resources to promote equity	2.5 Family Learning	
▪ Improvement in attainment, particularly in literacy and numeracy.	▪ School and ELC improvement		2.6 Transitions	
	▪ Performance information		2.7 Partnerships	

	Planned Outcome	**How exactly are we going to do it?**	**Resources and Lead Person**	**Monitoring the impact of the priority on learners**
National Improvement Framework HGIOS – self-evaluation against: Q.I. 3.1	By June 2024, our learners will have increased their knowledge of Children's Rights, with: **All** upper primary pupils can identify **at least 8** rights and explain how **some** of these are embedded in the daily life of our school. The **majority** of middle primary pupils, can give identify **at least 6** rights and explain how **some** of these are embedded in our daily experiences and interactions in school. The **majority** of lower primary can give **3** key rights and why they are important for their wellbeing.	**Terms 1-4:** Through curriculum activities, increase children's understanding and awareness of their rights. Teaching ***about***, ***through*** and ***for*** rights. **Term 1:** ▪ Introduce the Rights Respecting School Awards three strands to the whole school community. ▪ Work towards achieving the Bronze Rights Respecting School award. **Term 2:** ▪ Involve pupils to review our school practice against Silver Award descriptors for each of the RRSA strands. **Term 3** ▪ Collaborate with pupils to create our action plan for silver. ▪ Submit our action plan to the RRSA team for approval. **Term 4** ▪ Bronze award received? ▪ Annual parent and pupil questionnaires	HT (single teacher school) to lead this change in collaboration with pupils, staff and parents. UNICEF Rights Respecting Schools Learning from other schools who have achieved their RSSA.	**Termly** – SIP monitoring form updated, specifying actions taken towards priority, impact on children and sources of evidence. **By September '23** – Obtain data of children's current knowledge of rights to compare with end of session data (e.g. repeated focus group with each year) **By December 2023**: did pupil involvement in reviewing our school practice for RRSA strengthen pupil awareness of their rights? ***By March 2024:*** Do children contribute meaningfully in planning actions for Silver (to obtain Broze) that reflect data from the review and the unique needs of our school? **By June 2024:** Achievement of RRSA bronze award. Share celebration with wider community. Annual questionnaires - pupils and parents indicate that children feel valued, respected and listened.

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24 N/A – **Non PEF School**	Carry forward from 2022/23:

Project/intervention: **If our school receives an allocation of Non-PEF budget again this session, the intention is to fund off-isle experiences for our pupils' as this is our equity gap due to our geographically remote island location. These experiences are also essential to aid our pupils' transition to secondary school.**
What data/evidence informs this? Contextual analysis of school and surrounding community

Interventions for Equity Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot) *(highlight the interventions that apply)*					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		**Details of project/intervention:**	**Resources and Lead Person**	**Measures of impact on learners**
*By June 2024, middle and upper primary aged children will have experience **at least:*** - *8 swimming lessons* - *2 learning and social experiences in larger feeder primary schools* - *2 library visits* - *2 cultural/local heritage experiences* - *3 additional sports experiences e.g. Active Schools, Climbing Wall, Bike Ability* - *4 overnight stays at AHS Halls (transition, familiarity* - *2 trips with other outer isle pupils (Foula)*		• Plan for one trip per term with Foula • Mondays to Thursdays • Liaise with Bell's Brae and Sound • Book: - 1hour of swimming tuition per day - Active Schools sessions - Aith Climbing wall - Library sessions (coding, etc.) - Cultural experiences (museum) - My World of Work experiences e.g. North Link, Gilbert Bain, Fire Station, Police Station, etc.	*Headteacher in collaboration with Foula Headteacher* Non-PEF school allocation of funds to meet equity gap (if received) School Fundraising AHS Halls of Residence	Pupil Diaries/Reports on trip experiences Parent and pupil questionnaires following school trips Staff reflections/report on impact.
Teaching and Learning	Y			
Leadership	Y			
Family and Community	Y			

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**

Staff Allocation for 2023-24

Teaching Staff
Head Teacher/Class teacher
Head Teacher Relief – vacant post (supply staff cover for 6.0 HPW)
McCrone time – unspecified

Support Staff
Learning Support Worker – 15HPW
Supervisory Assistant – 3.75HPW
Clerical Assistant – 8 HPW

Instructors Head Teacher released from class (4.5 HPW)
Art and Craft – 1.5 HPW
Music – 1 HPW
PE – 2 HPW (post due to be advertised soon)

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			