Fair Isle Primary School

Standards & Quality Report
2023 - 2024

and

# School Improvement Plan
2024-2025

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:
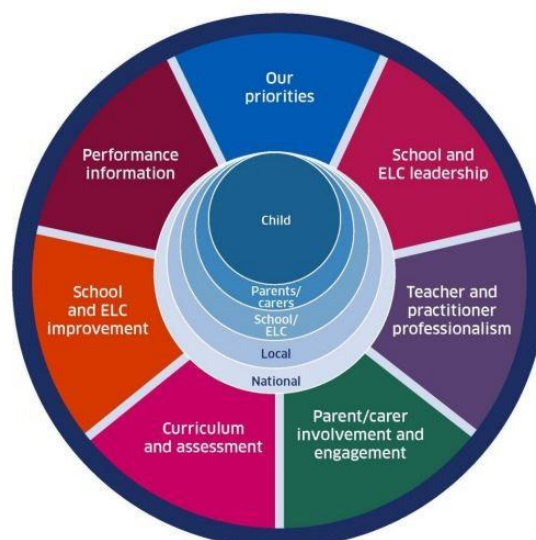
Collaboration and consultation with our stakeholders in session 2023/24

The results of the stakeholder consultations should feed into the SIP.

Who?	When?	How?	What did we find out?
Staff	Termly Term 1,3 Term 4	- Daily discussions & meetings (formal/ informal) - SIP discussions - SHANARRI discussions for each pupil -IEP reviews between LSW/CT - CPD activities -SIC Self-Evaluation QI2.1 - Child's Plan meetings - HGIOS QI focus per month RRSA Staff questionnaires - PDP with staff - Report writing – Pupil discussions -QIV – QIO and visiting HT discussions with school staff	**Progress and Achievement:** ▪ Majority of pupils from P1-P7 on track or above for literacy, numeracy and HWB ▪ LSW support (following ASN audit) – positive impact on transition of P1 pupils with ASN enabling successful progress with CfE ▪ Need for an addition SIP target following IEP review meetings – maths intervention programme trialled then commenced for target group of pupils with ASN to raise attainment in Numeracy. Ongoing positive impact of programme evident through staff observations, evaluations, data (repeated diagnostic assessment) **ASN Support** ▪ CT and LSW effective teamwork - positive impact on pupils with ASN socially, emotionally and academically ▪ Child's Plans up-to-date and adhered to to ensure suitable measures and support is in place **Training/CLPL** ▪ Staff up to date with Child Protection Training and Fire Awareness Training ▪ Nearly all staff have refreshed First Aid training ▪ School culture is reflective of children's rights being central to our ethos. Staff awareness of CRC and contributing to a rights-based approach has increased. **Ethos** ▪ Positive school ethos ▪ Effective school leadership ▪ Staff feel valued and supported
Children and young people	Termly	**Daily interactions** (enhanced by small roll and high adult to child ratio) **All about Me** (pupil re-flections on strengths and areas for develop) - **IEPs** – pupil involvement in setting outcomes and reflecting on progress & achievement **Termly Planning** – discussions with pupils re ideas/topics to cover for	**Self-reflection and target setting** - ▪ Children engage well in termly 'All about me' personal review of strengths, progress and areas to focus on for setting targets ▪ Preferences and opinions are included such as likes/dislikes, future ambitions etc. ▪ End of Year Reviews – children can articulate learning that has taken place in different subject areas with younger pupils and pupils with ASN supported (typed by adult). ▪ IEPs/ASN Audit pupil voice/reflections – Pupils are making appropriate progress through set targets that are tailored to suit individual needs and pace of learning.

	Term 1,3	Social Studies, Science, RMPS, HWB, PE, etc. **IEP meetings** - review progress and set new targets **RRSA Pupil questionnaires** for Bronze & Silver accreditation	**Planning and leading learning** ▪ some guidance is necessary when incorporating pupils' suggestions to factor in multi-composite needs, curriculum mapping and balance. ▪ Spelling, comprehension, grammar and writing are least favourite activities for 40% of learners ▪ Reading books are old and some of the content boring/doesn't appeal to the children **RRSA** ▪ Pupils indicate the school and staff help them learn about their rights, respect their rights and understand situations that affect access to rights ▪ RRSA -increased pupil understanding of above ▪ Pupils enjoy fundraising and understand the impact these have on a local & global scale ▪ Campaigning – now need to engage in further activities to influence others
	Term 3	**ASN Audit** – capturing pupils' views to submit	
	Term 4	**RRSA Silver Accreditation Feedback**/next steps **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	**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 (completed by 5 out of 5 pupils) indicate:** *All children say 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 can speak to staff and staff are good role models and deal with inappropriate behaviour.* *-here 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.* ***Some** children (2 out of 5) know where there are in their learning and where they are going next* ***Majority** of children (3 out of 5) say they don't know where they are in their learning - younger pupils and pupils with ASN find it difficult to fully articulate this – **to be addressed next session***
Parent and Carers	Termly	Parent Council meetings School Blog, Fair Isle Times. School website -school documents, policies, etc – parents views on drafts invited prior to finalising Informal daily interaction at the school entrance Open Afternoons IEP reviews	▪ HT school update at PC meetings provides info on current school activities, any issues, SIP - priorities and progress made, etc. ▪ HGIOS school reflections are shared at PC meetings for targeted QIs and parent feedback or comments are invited – comments are positive and supportive of the school's work & progress ▪ Parents approve draft copies of reviewed documentation, policies, etc. and appreciate opportunities to feed back. ▪ Parents welcome open afternoons to view pupil books and displays to gain insight into their child's learning and progress

	Term 2&3	Parent/Teacher meetings	• Parents appreciate photos/events/updates posted on our blog or closed social media group. • Parents are supportive and in agreement of pupil progress indicated through parent/teacher meetings and end of year reports. • Parents of pupils with a child's plan welcome review meetings and find them supportive and that their views are listened to and considered • Parents reported at QIV that the school has a positive ethos, children are happy, making good progress and are well supported by staff. The school is well-led, and their views are sought.
	Term 4	QIV – QIO and visiting HT meeting with parents Parent questionnaire *(from Education Scotland/HMIE)* Child's Plan Meetings Parent Report Feedback form	**All** Parents **agree** or **strongly 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. Confidentiality is respected* *- any concerns raised will be handled well*
Community and other stake-holders	Termly	- HTDDs CLPL - In-service CLPL - PRD with QIO - QI Team Visit - AHS cluster meetings	**Strengths** • AHS Transition Programme – clear guidance from AHS and the Halls of Residence has supported FIPS and P7 pupil to enable a smooth transition to secondary education • QIV identified positive school ethos, relationships and support across the school community • Pupils with ASN have benefitted from tailored support, consistent routines and positive rapport with LSW along with measures in place following recommendations from central inclusion and Education outreach
	Term 3 Term 4	Child's Plan Meetings QIV – QIO and visiting HT	**Areas to Develop** • QI 2.3 - Learning, teaching and assessment activities have refreshed teacher understanding of 2.3 and provided guidance for further scrutiny - RAG rating identified further areas for improvement – high-quality assessments, moderation, further development to increase pupil participation • Insight into High Quality Assessments - further development necessary to further support effective tracking and monitoring • Moderation is challenging for single teacher schools in remote areas – opportunities need to be created to ensure moderation activities take place to support teacher judgement • QIV identified the need to ensure learning outcomes are challenging for all pupils, especially upper primary – need to facilitate opportunities for pupils to lead learning

Standards & Quality Report
2023-24

Progress made with the Priorities from our 2023-24 School Improvement Plan

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 1: Developing a 1 + 2 approach to teaching modern foreign languages

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 ?
By June 2023, **all** pupils (1) 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.	- HT/CT - liaison with Head of ML at AHS – signposted to resources and outcomes - L1+2 CPD – cancelled as unable to travel to course due to weather - HT/CT completed of Power Languages online course (12 modules) and interactive live sessions by January. - HT/CT completing Duolingo daily (term 3) to develop skills further - HT/CT - professional Reading – L1+2 approach - Utilising new resources - Language Angels Resources, - Following PC meeting regarding SIP progress and update, parent Volunteer offered to tutor P7 pupil once per week in Term 4 - HT/CT tracking pupil progress against CfE outcomes and benchmarks - HT/CT devised key second level skills and vocab to focus on with P7 pupil	- HT/CT developed increased confidence, skills and understanding of French vocabulary and how to incorporate French into daily routines as per guidance on L1+2. Confidence and competence need further development and ongoing practice, going forward, to fully impact on all pupils. - Early and First Level pupils have benefitted from frequent, short activities built into school routines and are acquiring age-appropriate skills and understanding of vocab and phrases within L+T strands. R + W strands for First Level require ongoing development as per CfE outcomes and benchmarks as minority of benchmarks attained. - HT/CT level of confidence and ability within French not at appropriate level yet to fully impact on P7 learners; therefore, suitable tutorials sought by HT/CT via other resources. Pupil has also benefitted from ongoing daily Duolingo sessions. - Parent volunteer offered tutored P7 pupil weekly in Term 4 to ensure challenge and meet P7 learner's needs. Tracking through second level identified key areas to develop, mostly within writing strand and parent appreciated plan of outcomes devised by HT/CT	Continue to develop teacher skills and confidence through ongoing practice and utilising key resources (Language Angels, Power Languages, online games and apps) or learning from other schools. To evidence impact, continue to assess and track pupil progress against CfE ML outcomes and benchmarks, and evaluate lessons to evidence impact.

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

Priority 2: To begin our journey towards becoming a Rights Respecting School and achieve our Bronze Award

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?
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.	• **RRSA application** for Bronze submitted. • **Bronze Achieved** - September 2023 and UNICEF signposted FIPS to further outcomes to support work towards silver and signposting to resources • HT/CT attended RRSA Silver Accreditation Training • Rights incorporated into weekly lessons and focus through UNICEF assemblies and articles of the week resources. • Rights referred to through interactions and curricular activities • Pupils learned about the ABCDE of rights • Pupil-led fundraising events – UNICEF, Children in Need coffee morning, Blyswood Shoebox appeal, Comic Relief • Pupil led campaigning in our community – LGBTQ+ World Earth Day, World Water Day • HT/CT update to parents via emails, school blog, Parent Council meeting • **Silver Award Achieved** in March 2024	• All planned outcomes were met • Although children found the activities and learning 'dry' at times, they have a broader understanding of Children's Rights and can articulate a selection of rights • Pupils understand that rights are universal and unconditional, yet they have developed an awareness of situations locally, nationally and globally that prevent children accessing rights • Daily Newsround opens class discussion about a range of rights • Positive relationships and respect are promoted through the creation of our charter • Pupils are keen to make a difference and engage positively in fundraising events • Pupils know they have a voice and can influence change through campaigning • Pupils demonstrated all-of-the-above at the silver accreditation visit • Upper primary engaged more readily with RRSA than younger children at early level.	Continue to maintain all achieved this session through utilising UNICEF RRSA resources, lessons, activities. Continue to promote our positive, rights-respecting school ethos and use rights-respecting language in our interactions. Continue to reference our charter to support our ethos. Develop our campaigning capacity further and follow guidance provided through assessor feedback from our silver award.

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

Priority 3: To raise attainment in Numeracy for pupils with ASN *Additional priority added November 2023*

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?
By June 2024, a targeted group will increase their Standardised Score in Numeracy through the Dynamo Maths platform (as recommended by the British Dyslexia Association) to between 80 and 100.	▪ Staff discussions highlighted a targeted group of children with ASN (dyslexia) were finding numeracy and maths increasingly more difficult due to poor acquisition of earlier stages of arithmetic learning ▪ HT/CT discovered Dynamo Maths Intervention Programme on British Dyslexia website as a tool to support maths understanding. ▪ Dynamo trialled in September/October and commenced in November ▪ HT/CT and LSW supported targeted group through individual programme tailored through the programme as per the diagnostic assessment ▪ LSW sessions increased from January to support pupil progress and to consolidate key areas highlighted through the programme and work through other materials and activities to support numeracy understanding ▪ Diagnostic assessments repeated in March and June 2024 to measure impact ▪ Regular discussion/review meetings between LSW and HT/CT to ascertain wider impact e.g. confidence, engagement and plan for learning.	▪ Target group moved from Standardised Score between of between 70 and 80 to between 94 and 100. ▪ Three diagnostic assessments completed in November, March and June demonstrated increasing trends ▪ Targeted groups have articulated an increased in confidence in numeracy ▪ Staff have noted an increased in key number proficiency skills developed through the Dynamo Programme. ▪ ASN audit – capturing pupil views and voice demonstrated a remarkable increase in pupils' perception of their maths ability, progress, motivation and self-confidence ▪ Enhancing numeracy proficiency is supporting over maths understanding and an increasing ability for pupils to transfer skills to other aspects of maths ▪ Programme and other activities through support from LSW identify key areas or gaps in understanding to focus on next to ensure thorough progression at a suitable pace	Maintain the level of LSW support in place and complement with other resources e.g. SEAL. Targeted group to continue the Dynamo Programme. To evidence impact: - Pupil to repeat diagnostic assessment around October - HT/CT and LSW to engage in regular meetings to evaluate progress and plan appropriate next steps

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 and who also run a nursery (Foula only at present).

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 have had an opportunity to mix with peers of same age/stage* ***All P7** pupils will have engaged in transition/ familiarisation activities e.g. AHS tours, visits to other schools, etc.*		▪ P7s confident about the transition to AHS following a visit to another school for a lesson within a P7 class, joining another school for a tour of AHS, spending time in the Halls with other outer isle P7s ▪ All children had their teeth checked, received oral hygiene classes and had fluoride varnish applied to their teeth at Montfield Dental Surgery. Most children have not seen a dentist since before COVID. ▪ P1 and P7 received routine Health Checks from the School Nursing Service ▪ All children received 4 hours of swimming instruction at their level ▪ All children have enjoyed wider experiences including climbing wall instruction, exploring nature in Michael's Wood, a visit to Lerwick Police Station.
Teaching and Learning	Y	▪ All children enjoyed an afternoon in another school within the appropriate class/stage, joining in with lessons and mixing with other children
Leadership	Y	
Family and Community	Y	

Please self-evaluate each core quality indicator according to the [Education Scotland six point scale.](#)

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	HGIOELCC	School Self-Evaluation No ELC service active this session (23-24) so scores based on Self-Evaluation from 2022-2023
1.3 Leadership of change	4	1.3 Leadership of change	4
2.3 Learning, teaching and assessment	3	2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	4	3.1 Ensuring well-being, equality and inclusion	4
3.2 Raising attainment and achievement	4	3.2 Securing children's progress	4

School Improvement Plan
2024-25

Factors Influencing the *2024/25* School Improvement Plan

Local authority factors	National factors and drivers
- Excellence and Equity for Shetlands' learners - 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 - 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
School factors - Change of Head Teacher due this coming session - Pupil dynamics changing – 3 out of 5 leaving in the next few months, potential for new children to join - ELC Service due to be reactivated – new pupil due in February 2025 - Self-evaluation – pupil and parent questionnaires, HGIOS, pupil voice	**Local factors** - Geographically isolated/remote location affects ability to connect with other schools or partners - AHS Cluster
UNCRC **RRSA Silver Award** achieved in March 2024 – maintain the good progress and work undertaken through the award and respond to Silver Accreditation next steps to improve further e.g. campaigning for change **Positive school ethos** based on our School Vision, Values and Aims and our Rights-based Class Charter **Ensure Pupil participation/involvement** - learning, pupil council, self-evaluation (HGIOURS), school improvement planning, questionnaires, focus groups	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** - 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 **Enterprise** – we sell pupil-designed merchandise at our stall when cruise ships visit Fair Isle. The proceeds are used to fund trips and purchase other equipment.

Pupil Equity Fund – Planning and Reporting

PEF Allocation *2024/25*

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 data/evidence informs this? (what is 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- 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 who also run a nursery.
Data: knowledge of local challenges (geographically remote island, transport severely impacted by weather, limited experiences), pupil and parent questionnaires indicate the enormous benefit value of off-isle trips to pupils socially and academically, and to support the transition to AHS

Planned Outcome: By June 2025:		Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
All primary aged children will have experienced a range of experiences beyond the limitations of their remote isle and have had an opportunity to mix with peers of same age/stage **HTs** and **support staff** across both schools have benefitted from collegiate time working together during outer isles residential trips		- Residential at AHS Halls - Swimming instruction - Sports – Active Schools, climbing wall, Bike Ability - Visits/time in cluster primary schools - Cultural/academic - museums, STEM activities, drama classes, library, visits to places of work e.g. Police, Coastguard, etc.	- HTs from both outer isles schools work together to plan experiences - Funding: - PEF – allocation of SEF (approximately £1200-1500 per school) - School Funds (raised through pupil enterprise)	- HT to gather pupil, staff and parent feedback - Learning/classwork following school trips and Fair Isle Times reports - Observation/evaluation of pupils' learning during and following trips
Teaching and Learning	Y			
Leadership	N			
Family and Community	Y			

Improvement Priorities for *2024-25*

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Priority 1: Cohort 4 – National Improvement Writing Programme   POSTPONED TO SESSION 2025-2026 AS WEATHER IMPACTED ON HT ATTENDANCE AT SESSION 1 AND CHANGE OF HT DUE THIS SESSION.

Continuation from *2023/24*? Y/N

Data/evidence that informs this priority:	Planned Outcomes	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners

Progress and Achievement Data: 75% of P1-6 learners **25%** of P1-6 learners are not on track with writing (ASN)
 	
Local priorities – final cohort to complete NIWP to ensure **all** schools across Shetland participate and benefit from the positive impact of NIWP on pupil attainment in writing and teacher skillset
	By June 2025: 100% of pupils will be on track with writing.
	
	100% of pupils will feel more confident in writing.
	
	T/CT will feel more confident in implementing effective approaches to teaching writing
		• May 2024 HT/CT will join Cohort 4 of the National Improving Writing Programme.
		• June 2024 HT/CT to complete preparatory tasks
		• 12 August 2024 – HT to attend In-service Training Day
		• August 2024 - Use data to inform stretch aims and teaching aims.
		• Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom.
		• HT attendance/collaborative learning at Twilights:
		  - Wednesday 21st August Wednesday 4th September
		  - Wednesday 18th September Wednesday 2nd October
		  - Wednesday 30th October Wednesday 27th November
		• Gather pupil voice throughout (qualitative feedback).
		• Use a run chart to gather data over time.
		• Share practice.
		• Visit other schools to observe how others implement the writing bundle.
		• Regular tracking and monitoring meetings between staff.
		• Writing moderation with other schools with a small roll
		• Create quality improvement poster.
			HT/CT (single teacher school)
			
			Local Leads of the National Improving Writing Programme
			
			School Travel Budget – off-isle travel to attend courses and visit schools in person.
				Ongoing: -Professional dialogue between children, staff, parents
				- Observations/evaluations/ reflections of lessons and learning activities
				- Observation feedback
				November, March and June Progress and achievement tracking and monitoring data
				
				August, January, May Through repeated focus groups (qualitative) and questionnaires (quantitative), capture
				− Pupil voice
				− Teaching staff voice
				− Support staff (LSW) voice

Improvement Priorities for *2024-25*

NIF PRIORITIES	NIF DRIVERS			
• **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	**1.1 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 2: To enhance our practice within QI 2.3 - Learning, Teaching and Assessment (Pupil Participation and Moderation)
Continuation from *2023/24*? Y/N

Data/evidence that informs this priority:	Planned Outcomes	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
HGIOS4 – QI 2.3 self-evaluation School RAG-rating evaluation against L,T and A Standard Pupil feedback questionnaires – 2 out of 5 can confidently articulate where they are in their learning and next steps	**Learning and Engagement** By March 2025, 100% of pupils will have participated and influenced decisions relating to L, T and A (leading learning) **Quality of Teaching** 100% of pupils are clear about the purpose of their learning and how they will achieve success through regular, clearly articulated intentions and criteria **Effective Use of Assessment** By January 2025 100% of pupils will participate on regular self and peer assessment and have completed one high-quality assessment per term By June 2025, 100% of teachers will have engaged in at least 2 moderation exercises with teachers from other schools	**August to September 2024** -HT/CT to incorporate clear learning intentions and success criteria in most literacy and maths activities - Consistent self and peer assessment will be incorporated into most learning activities -HT/CT to speak to colleagues in other school re practice - HT/CT to facilitate greater opportunities for pupils to lead their own learning, IDL opportunities and develop profiles of work to demonstrate their progress, exploring digital profiling **From October 2024 -** New HT to continue developing approaches to increase pupil participation in L,T and A **Dates tbc** – opportunities for moderation exercises with other single teacher schools. QIOs are potentially going to incorporate this into HTDDs **April 2025** – Annual pupil questionnaires	Current HT/CT New HT/CT School Travel Budget - to attend Moderation activities with other schools Supply staff to cover	**Ongoing** Daily evaluations notes and reflections on lessons (e.g. learning intentions, success criteria, plenaries, Pupil dialogue/feedback/views **By April 2025**, do 100% of pupils indicate they know where they are in their learning and their next steps in the annual questionnaire **(dates tbc)** - QI Visit feedback indicates that pupils know where they are in their learning. - 100% teaching staff have found moderation activities helpful in making more confident professional judgements about children's learning through

Improvement Priorities for *2024-25*

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• <mark>Placing the human rights and needs of every child and young person at the centre of education.</mark> • <mark>Improvement in children and young people's health and wellbeing</mark> • 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 • <mark>Improvement in attainment, particularly in literacy and numeracy.</mark> *(highlight as appropriate)*	• <mark>School and ELC leadership</mark> • <mark>Teacher and practitioner professionalism</mark> • <mark>Parent/carer involvement and engagement</mark> • <mark>Curriculum and assessment</mark> • <mark>School and ELC improvement</mark> • <mark>Performance information</mark>	<mark>1.1 Self-evaluation for self-improvement</mark> <mark>1.2 Leadership for learning</mark> <mark>1.3 Leadership of change</mark> <mark>1.4 Leadership and management of staff</mark> 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection <mark>2.2 Curriculum</mark> <mark>2.3 Learning, teaching and assessment</mark> <mark>2.4 Personalised support</mark> 2.5 Family Learning <mark>2.6 Transitions</mark> <mark>2.7 Partnerships</mark>	<mark>3.1 Ensuring wellbeing, equality and inclusion</mark> 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: ELC Improvements (ELC has been inactive since June 2023 - one 3-year-old child enrolled from February 2025)

Continuation from *2023/24*? Y/<mark>N</mark>

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
HT/EYP staff discussion & reflections QIV from June 2023 – need to develop learning journals	▪ By June 2025 100% of ELC staff have refreshed key knowledge, skills and understanding of Early learning and feel confident in delivering high-quality ELC provision ▪ By June 2025 100% of ELC pupils will have participated in regular opportunities for interaction with others e.g. online play sessions with Foula Primary, online book bug sessions, etc. ▪ By June 2025, 100% ELC staff will feel confident in observing, recording and planning for next steps in systematic, individualised and meaningful way to reflect pupil learning and progress ▪ By June 2025, 100% ELC pupils will have engaged in regular, impactful outdoor learning experiences.	***January 2025*** - HT rejoin ELC managers' and teachers' networks/meetings - EYP to rejoin EYP network/meetings - EYP to engage in professional reading e.g. RtA, play pedagogy … - HT and EYP to plan resources/spaces for re-opening ELC - HT and EYP to develop new format for P.Plans and Learning Journeys, and refresh purpose/approach to floor book evidence - EYP to engage in collegiate discussion with the other outer isle EYP to plan for regular online interactions between both 3 yr olds **February 2025** – HT and EYP self-evaluation – National Standards **April 2025** - HT and EYP to reflect on and review formats and systems for PCP, learning journeys, floor books and amend **April – June 2025** – HT and EYP self-evaluation against HGIOELC, RtA challenge questions, C.I. New Quality Framework **TBC –** Quality Improvement Visit **Ongoing:** Observations, evaluations, discussions, reflections	Lead by HT/ELC Manager in collaboration with EYP CLPL – network meetings, professional reading, sharing practice. School Travel Budget – EYP to attend CLPL in person where necessary	**Ongoing:** ▪ Collegiate discussions & reflections ▪ Observations and feedback ▪ Review of floor books, learning journeys, activities **April 2024** ▪ EYP – PDP with HT **June:** ▪ Parent feedback ▪ Self-evaluation data

Fair Isle Primary School   Working Time Agreement *2024-25*

Item Teaching H.T Admin Time – 10.5 Hours Additional 0.1FTE from January 2025 when ELC re-opens – approx.13.5 Hours in total.	Detail	HPW **Majority of weeks**	HPW **– supply covering**
Teaching and Learning			
Class Teaching	Based on 1.0 FTE	20.5	0
Head Teacher Admin (Music and Art Instructors 2.5 Supply cover: 4-10 day blocks)		2.5	30
McCrone Agreement - 30 mins per school day (PE Instructor)		2	0
Preparation and correction		10	5
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
TBC			
Total days proposed			