

School: Fair Isle Primary

School Self Evaluation Grading: 4 - GOOD

### Quality Indicator 1.3 Leadership of Change

#### Developing a shared vision, values and aims relevant to the school and its community

- The unique setting size and remote isle community enable staff, families and pupils to work very closely together; this fosters a nurturing, positive and supportive school ethos where our children feel happy, safe and progressing in a holistic sense. This is reflected in feedback following:
  - Annual Questionnaires
  - Quality Improvement visits, where staff, pupils and children
  - Informal comments from visitors, staff, parents, pupils
- Due to the remote location and small population, Fair Isle Primary staff are part of the isle's community too, so they understand and appreciate the uniqueness of this context
- Communication across the school community is enhanced by our small size. Staff know pupils and their families incredibly well which enhances the rapport between staff and pupils. Tasks and interactions are tailored to individual pupils to meet their needs.
- Following changes in school dynamics 2.5 years ago (new head teacher and new pupils), the school vision, values and aims were reviewed, debated, simplified and voted upon collaboratively as a whole school community. Staff and pupils have since reviewed these values annually with no changes suggested. The simplified format has proven more tangible for children. It embodies the ethos and size of our multi-composite and is present across the 4 contexts for learning.
  - FAIR** and friendly
  - Inspired to do our best
  - Self-belief
  - Learning Together
  - Empathy
- Weekly certificates are based on our values, and this helps to keep them fresh and meaningful; however, there is certainly scope for this to be embedded more explicitly through our day-to-day interactions and recognition of children's efforts or key events.
- Following achievement of the RRSA Silver Award, and with the dynamic due to change again in October 2025 due to changes in pupil roll (reducing), new headteacher/class teacher and welcoming a new family to our school community (ELC reopening for a new pupil in February 2025), **this coming session would be a natural time to review and refresh the school's vision, values and aims**, and incorporate previous work and understanding on Children's Rights.

## Strategic planning for continuous improvement

- **Strategic planning for improvement stems from collating and evaluating data from different sources including:**
  - Self-evaluation – HGIOS4/ELC, New Quality Framework (Care Inspectorate), Realising the Ambition challenge questions, SIC devised self-evaluation processes e.g. Safeguarding, LT&A standard
  - Pupil and Parent Questionnaires (annually)
  - Sharing draft documents (e.g. policies, SIP, etc.) across the school community and inviting feedback and/or suggestions
  - Parent Council meetings
  - School observations and evaluations
  - Pupil needs
  - Assessment and Tracking data
  - General ongoing discussions with staff, pupils and parents
  - PRD sessions with staff
  - National priorities (NIF)
  - Local priorities (QI 2.3 Learning, teaching and assessment standard)
  
- Approaches to school improvement planning are strategic:
  - Prioritisation of the current needs of the school e.g. French provision, raising attainment for key pupils with ASN, NIWP (school yet to participate)
  - Feedback from QI central team staff, indicates that our improvement priorities are planned effectively with clear, measurable outcomes and a realistic timescale planned for change.
  - It is important to note that our School Improvement Plan is viewed as flexible, not rigid. It is a working document that enables changes and amendments in response to the ongoing needs of the school and ongoing monitoring and evaluation of the SIP
  
- Updated/new Quality Improvement Framework Policy provides clear guidance to support headteachers to lead change in a strategic manner
  
- Head Teacher Development Days support strategic leadership of change e.g. sharing good practice such as SIPs, collegiate discussion, training and evaluation of data collection and analysis tools such as the data dashboard or the moderation evaluation spreadsheet.
  
- **The isolated single teacher role and small setting size presents some limitations with regards to self-evaluation:**
  - **Limited teacher observations or associated data except for QI team visits - only one lesson observation has taken place in just under 3 years)**
  - **lack of moderation activities and other collegiate activities with other teachers**
  - **other factors – weather impacting on HT attendance at in-person sessions e.g. cluster group moderation, HTDDs, etc.**
  - **Opportunities for peer observation of lessons**

## Implementing improvement and change

- Our SIP is monitored termly via a document that outlines information on SIP activities and their impact on learners and evidence of this impact. This information is shared with the school community on the school blog and discussed via the headteacher's 'school update' presented to the Parent Council.
  - Data-gathering tool have included discussions, observations, meetings, focus groups, questionnaires/feedback.
- Key new initiatives are explained to the school community with benefits highlighted e.g. The Zones of Regulation workshop. Information sharing about our Rights Respecting Schools work. This promotes shared support for change and the reasons and benefits for implementing change.
- QI Team Visit – feedback acknowledged the positive school ethos present, and the positive relationships between staff, children and parents. Everyone indicated that they feel valued and listened to within school community. This ethos is conducive to implementing change.
- The staff team is very small yet when our ELC has been active, the EYP was given autonomy over ELC activities /provision. Proactive and creative changes were acknowledged, welcomed and supported by the HT/ELC manager. Instructors have autonomy over their activities and appreciate creative freedom to tackle multi-composite classwork that meets the needs and dynamics of the class.

Annual Questionnaire data (April 2024) linked to Q11.3

100% of parents strongly agree that:

- The school asks for my views
- The school is well-led
- There is mutual respect between pupils and staff
- The school has a good reputation with the local community
- Teachers set high expectations for pupils' attainment

100% or parents strongly agree or agree that:

- Staff make me feel welcome at school
- My views are taken into account
- My child is encouraged and stretched to the best of their ability (high expectations)

100% of pupils agree or strongly agree that:

- Staff encourage me to do the best I can
- My classwork is at the right level for me - some is challenging and some is reinforcement (expectations)
- I have a say in planning my learning

Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement

- Positive relationships are strengthened by our small size and our pupils benefit from the high adult to pupil ratio.
- Staff know pupils extremely well and learning is tailored to the individual. Our small size ensures that staff have excellent knowledge of our pupils' abilities, attainment and progress. This ensures tasks recognise and respond to prior learning seamlessly and adaptations can be made rapidly through formative day-to-day assessment and interactions with children.
- Staff work closely together to nurture, support, challenge and encourage our children appropriately.
- Inclusive practices are embedded to meet all needs and there is consistency in approaches to support pupils. In 2022-2023, support from Education Outreach was sought and utilised to enhance our SfL provision further. CLPL activities have developed staff knowledge to support children with ASN.
- In session 2023-2024 we achieved both our Bronze and Silver Rights Respecting Schools Awards. This process has deepened awareness and understanding of Children's Rights for pupils, staff and parents. Creating our class charter collaboratively identified keys rights that matter most within the context of our school, and the roles of both staff (duty bearers) and the pupils (rights holders) were determined to create a rights respecting culture for learning.
- Fair Isle Times (our community newsletter est. 1978)– provides a platform for sharing achievements in and out of school ranging from learning to ride their bike and passing the deep end test in swimming, to football camp achievements abroad and fishing trip success.
- Weekly 'School Values' awards are celebrated and shared across the school community with the achievement linked to one of our school values.
- School blog – this provides an additional platform to celebrate achievements and successes.
- End of year profiles require pupils to reflect on the past year and highlight their achievements in different areas of the curriculum. This is completed with a high level of dialogue between teacher and pupil and builds pupil self-confidence.
- Although pupils have some opportunity to influence decisions relating to learning, teaching and assessment e.g. term planning suggestions for topics to explore, elements of homework activities, some basic decision-making about learning tasks, **there is scope for pupils to lead their learning more explicitly and increase personalisation and choice. At present, the majority of teaching, learning and assessment activities are predominantly teacher-led/directed.**

## Quality of teaching

- Dialogue about learning with our pupils is enhanced by the small class size, tailored learning and high staff-to-pupil ratio. As a result, individual feedback on learning is continuous, impactful and confidence-building. Feedback on learners' progress is communicated mainly verbally (due to our small size) with some written feedback for specific aspects of pupils' work e.g. pieces of writing, class talks.
- Staff are skilled at questioning and extending thinking. They are reflective and adjust approaches or adapt tasks or expectations in response to continual formative assessment information gained by working closely with each pupil. The small class size enables children's thinking to be extended through questioning on a frequent basis, as compared to larger classes.
- **There is scope to develop how the purpose of learning is shared and how we support children to achieve success against outcomes.** Our SIP for session 2024-2025 focuses on key areas:
  - Enhance how effectively staff share the purpose of learning with pupils
  - Increase sharing of success criteria and opportunities to co-construct measures of success
  - Make time for meaningful plenary sessions
- The school is well-resourced, particularly with digital technologies – pupils have daily access to ipads and laptops. Learning is enhanced through carefully selected activities using the ActivPanel to engage and sustain interest during lessons. A range of digital learning platforms support class learning or early interventions to raise attainment: Sumdog, Nessy, Dynamo Maths Intervention, Language Angels (French), Clicker.
- We have a STEM area that is popular, particularly the woodwork section and the ELC space is currently used to play pedagogy opportunities.
- Our unique community provides a wealth of expertise to enhance the children's learning experiences:
  - Creative arts: knitters, artists, straw-backed chairs craftsmen
  - Residents with excellent local knowledge of the isle – nature, history, geography
  - Rangers who work for the Bird Observatory
  - Excursions to crofts, the museum, shop, fire station, nurse's surgery
  - Visitors to our isle – artists, photographers, writers, teachers, professors, musicians, archaeologists, nature experts (Fair Isle Marine Protected Area events) – many visitors are keen to work with the children and many of them are from countries abroad – as well as sharing their talents, knowledge and interests, our children also learn about different countries and cultures,
- The outdoor areas within the school grounds and across the local area provide rich sources of learning:
  - School garden – growing fruit and veg, sandpit, mud kitchen
  - Nature walks to explore wildlife and plants
  - Beach combing or Rock pooling
  - Safe roads for cycling or daily mile
  - Voar Redd Up
  - Citizen Science opportunities e.g. Big Seaweed Search, Marine Conservation Litter Collection and Survey

## Effective use of assessment

- Our high adult-to-pupil ratio and small setting size enhances staff knowledge of individual pupils' attainment and capacity. We have a strong holistic understanding of our pupils as individuals and this feeds into planning.
- Summative and Period Assessment:
  - End of Maths topic assessments (Teejay)
  - Single Word Reading Assessment (November and May)
  - Single Word Spelling Assessment (November and May)
  - SNSA (P1, P4, P7)
  - P1 Phonological Assessments (September and June)
  - Weekly Spelling Assessments
  - Frequent assessment of previously learning spelling rules
  - Sumdog, Nessy and Dynamo Maths Diagnostic Assessments
  - Teacher devised assessments
  - Samples of writing assessments
- CfE Benchmarks and Progression pathways support teacher judgement of a level across different areas of the curriculum
- Our assessment folder collates data in one place to aid analysis
- Data Dashboard introduced this session aids data analysis
- Self-assessment and Peer Assessment - **evidence is sporadic and inconsistent:**
  - Some writing tasks - pupils evaluate against targets using traffic lights
  - Traffic light at the end of a maths or language task to indicate level of success or level of challenge
  - Termly targets – reviewed and traffic lights to indicate level of achievement before setting new targets
  - Solo Talks – success criteria provided – peer feedback in the form of ‘two stars and a wish’

**There is scope for further development of self and peer assessment and levels of consistency (included in SIP for 2024-2025)**

- **There is scope to develop High-Quality Learning Assessments** following in-service training last session (included in SIP for 2024-2025)
- Recent questionnaire data (April 2024) indicates that **not every child can articulate where they are in their learning** (included in SIP for 2024-2025)
- As a remote isle single teacher school, there are **limited opportunities to engage in moderation exercises** with other teachers across the authority. The QI team is aware that this needs to be addressed to improve teacher confidence in professional judgement of a level.

## Planning, tracking and monitoring

- Whole School Maths Tracker spreadsheet in line with Northern Alliance Progression Pathway utilised to track progress - completed termly for each pupil
- Highland Literacy Progression Pathways – electronic version - highlighted for each pupil each term (different colour for each session)
- SEEMIS – Progress and Achievement – updated 3 times per session for Literacy, Maths and Health and Wellbeing
- New Data Dashboard – provides an overview of data over time and aids analysis of patterns and trends to identify gaps
- Transition – there are clear procedures for sharing information to support transition – termly AHS cluster meetings support planning, dialogue, review and development of effective approaches to information sharing for the purpose of transition.
- Benchmark tracking and curriculum mapping across most curricular areas supports our holistic view of children’s progress – **further development to include instructor subjects (PE, Art and Music)**
- **Lack of moderation opportunities** to support planning, tracking and monitoring
- There is scope **to involve children more directly** in planning, tracking and monitoring activities

Annual Questionnaire Data linked to this QI:

100% pupils strongly agree or agree that:

- I am getting on well with my school work
- I enjoy learning at school
- Staff encourage me to do the best I can
- Staff talk to me regularly about how I can improve my work
- The teachers help me if I don’t understand something
- I have a say in planning my learning
- My classwork is at the right level for me – some is challenging and some is reinforcement
- Staff expect me to take responsibility for my own work
- I help to plan my homework and I complete it

100% parents strongly agree:

- The school helps my child to be more confident
- The school keep me well informed about my child’s progress
- I feel staff know my child as an individual and support them well
- Teachers are good at letting me know my child’s strengths and weaknesses
- Parents evenings are helpful and informative
- School reports give me helpful information about my child’s progress
- Teachers set high standards for pupils’ attainment
- Overall, I am happy with the care and education my child receives

100 % parents strongly agree or agree:

- My child finds most learning activities stimulating and challenging

## Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

## Wellbeing

- Positive relationships are strengthened by our small size and our pupils benefit from the high adult to pupil ratio. We know our pupils very well and staff work closely with families to nurture and support their wellbeing.
- In session 2023-2024 we achieved both our Bronze and Silver Rights Respecting Schools Awards. This process has deepened awareness and understanding of Children's Rights for pupils, staff and parents. Our children understand key rights e.g. to feel safe, to be cared for (shelter, food, clean water, health), to be able to express their opinions, for their views to be respected and the right to play. Our charter focuses on 4 agreed rights that fit our context:
  - The Right to Play
  - The Right to education
  - The Right to share their opinions
  - The right for their views to be Respected

Charter actions for pupils (rights holders) and staff (duty bearers) encourages children to behave in a rights respecting way towards each other.

- We display the SHANARRI indicators around our Children's Rights Class Charter. Staff reflect on the SHANARRI indicators for each child on a termly basis. This ensures we reflect on our approaches to support children within each indicator as and when necessary e.g. Support for Learning strategies to help pupils overcome barriers to learning, promoting responsibility, etc. There is **scope to develop this further to involve pupils in reflection on the GIRFEC indicators** on a regular basis.
- Wellbeing is promoted through our school values and curricular activities – Daily Mile, Children's Mental Health Week, Emotional Literacy, Healthy lifestyles, growing veg in our school garden.
- QI Team Visit feedback – highlighted our school ethos and the positive relationships and mutual respect across the whole school community as a key strength

## Fulfilment of statutory duties

- Staff, pupils and children understand that Children's Rights are legislative
- HT completed the Standard for Headship training from 2022-2023 including completion of Education Scotland headship modules, one of which focused on Children and Families to develop understanding of legislative frameworks and statutory duties. Undertaking Into Headship course work involved in depth exploration of the Education (Additional Support for Learning) Act 2004 and the Code of Practice for Additional Support for Learning (2004), both of which enhanced knowledge and understanding.
- Local guidance and procedure for Child Protection, supporting pupils with additional needs and creating Child's Plans, etc are adhered to.



## Inclusion and equality

- In session 2022-2023, we worked closely with Education Outreach to enhance our SfL provision to meet all learners' needs, following their guidance on specific needs and strategies and suitable resources to utilise:
  - CIRCLE to evaluate the inclusiveness of our spaces and practices, and to measure levels of pupil participation over time, and plan for improvements
  - Zones of Regulation – implemented and data collected/reviewed to measure success (focus groups, pupil, staff and parent feedback, observations)
  - Kitbag
  - ADHD guidance and strategies – RAG rated to determine actions to improve provision, RAG rated again
  - IEP/Child's Plan support – reviewed termly with pupil, parents and staff
- Resource-based planning meetings, ASN audits, RAS procedures, Child's Plans, IEPs ensure appropriate provision is in place to meet all needs.
- Staff attendance at key training: Supporting Dyslexia, Reasonable adjustments in practice for children with autism, emotional regulation, etc.
- Newsround reports provide rich sources of discussion and further exploration on 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.
- Through the curriculum we learn about different religions, celebrations and beliefs e.g. Christian celebrations, Diwali, Ramadan, Yom Kippur, etc.

### 100% pupils strongly agree:

- Staff listen to me and pay attention to what I say
- Staff are good at dealing with bullying behaviour
- I have adults I can speak to if I am upset or worried

### 100 % pupils strongly agree or agree:

- I enjoy school
- Staff and pupils treat me fairly and with respect
- I find it easy to talk to staff and they set a good example
- Staff make sure pupils behave well

### 100% parents strongly agree:

- My child feels safe at school
- The school helps my child to be more confident
- I feel staff know my child as an individual and support them well
- There is mutual respect between staff and pupils at school
- Parents evenings are helpful and informative
- Overall, I am happy with the care and education my child receives

### 100 % parents strongly agree or agree:

- My child finds most learning activities stimulating and challenging
- My child is treated fairly at school
- My child enjoys being at school
- Staff show concern for the care and welfare of my child
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### 80% strongly agree or agree, 20% don't know as these issues have never come up

- The school deals well with inappropriate behaviour

School: Fair Isle Primary School	School Self Evaluation Grading: 4 - GOOD
<b>Quality Indicator 3.2 Raising attainment and achievement</b>	
<b>Attainment in literacy and numeracy</b>	
<ul style="list-style-type: none"> <li>▪ Small multi-composite class size and high adult-to-pupil ratio enable literacy and maths activities to be tailored to the individual with progress monitored very closely to ensure pace and challenge is right for each pupil.</li> <li>▪ SEEMis Progress and Achievement tracking, SNSA assessments show that Literacy and Numeracy Attainment is on or above track for 80% of pupils.</li> <li>▪ Pupils with barriers to learning that impact on attainment in literacy and numeracy (20%) receive effective intervention. <ul style="list-style-type: none"> <li>- One-to-one daily support with LSW</li> <li>- Dynamo maths Intervention programme – data indicates that attainment has been raised through this intervention (77 standardised score to 97)</li> </ul> </li> <li>▪ ASN Audit – pupil voice indicates that interventions have increased self-confidence and overall progress and understanding within maths</li> </ul>	
<b>Attainment over time</b>	
<ul style="list-style-type: none"> <li>▪ SEEMIS tracking of Progress and Achievement within literacy and numeracy – evidence of consistent on or above track progress made by 80% of pupils in 2023-2024</li> <li>▪ Data Dashboard – indicates the school’s patterns of attainment against local and national statistics</li> <li>▪ Northern Alliance Progression Pathway Spreadsheet provides a whole school overview of maths attainment and progress through key benchmarks, and highlights areas to focus on for key pupils to raise attainment</li> <li>▪ Highland Literacy Progression Pathways are used to demonstrate attainment over time in literacy for each pupil</li> <li>▪ Bi-annual SWST and SWRT compliments teacher knowledge of pupil attainment in literacy.</li> <li>▪ Our school works closely with the associated secondary school to share attainment information to aid transition for all pupils. Termly cluster meetings allow staff from all feeder primary schools and the secondary school to evaluate and review the approaches to transition and attainment information sharing.</li> <li>▪ CfE benchmarks and outcomes are highlighted for each year group and for most subjects. <b>Instructors to be supported in tracking CfE attainment overtime in PE and Expressive Arts.</b></li> <li>▪ <b>Our school was due to participate in Cohort 4 of the National Improving Writing Programme this session; however, this is postponed to next session (Cohort 5) due weather impacting attendance at session one in August and the upcoming change in head/class teacher.</b></li> </ul>	

### **Overall quality of learners' achievement**

- All About Me (termly profiles and targets), IEPs and End of Year Reviews help children to recognise and celebrate progress and achievement over time.
- Open Afternoons - Children share their achievements with parents
- Fair Isle Times (our community newsletter est. 1978) and our school blog provides a platform for sharing achievements in and out of school
- Weekly 'School Values' awards are celebrated and shared across the school community with the achievement linked to one of our school values.
- **There is scope for children to create a digital profile on GLOW to log their achievements in a more systematic way.**

### **Equity for all learners**

- We have worked with Education Outreach and the Central Inclusion team to remove barriers to learning and promote equity for learning – our data (ASN Audit pupil voice, parent feedback, teacher observations, attainment tracking) indicates that key interventions have been successful in supporting pupils to overcome barriers to learning.
- Staff work together to utilise a range of resources, knowledge from training, procedures and approaches to ensure all children's needs are met – ASN training, use of technology, consistent approaches to aid pupil emotional regulation and participation in learning activities
- Our children are aware of their right to equality and equity through our Rights Respecting School awards work and our curricular activities such as celebration and support of neurodiversity and daily Newsround reports and discussions.