Fair Isle Primary School



Standards & Quality Report

2024-2025

and

School Improvement Plan

2025-2026

**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. We want our children and young people to be well educated, skilled and able to contribute to society.

We want to know how well we are doing this and how we can improve. We do this by evaluating what we do and planning and implementing well considered priorities. All our activity should make a positive difference for our children. This report is based on the quality indicators in How Good is Our School? 4th Edition (2015), How Good is our Early Learning and Childcare? (2016) and on the priorities and outcomes of the National Improvement Framework.

**The National Improvement Framework 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 outcomes to be achieved are:**

* A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult children to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all children, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

**Collaboration and consultation with our stakeholders in session 2024/25**

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

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| Who? | When? | How? | What did we find out?  *(bullet points on key themes)* |
| Staff | Term 4  Terms 3 and 4  Term 4  Termly  Terms 3 and 4  Term 4 | Visits from QIO – discussions with school staff.  Visit from Shared HT.  Participation in recruitment of new HT.  Daily discussions and meetings (both formal and informal).  SIP discussions.  Joint HGIOS and HGIOELC evaluations in term 4 under new PT: HGIOELC – 1.1, 1.2, 2.2, 2.6. HGIOS – 1.2, 1.3, 2.6  ELC Child Plan’s engagement and review.  Meetings between QIO and PT to discuss remits going forward. | Progress and Achievement:   * All children on track or above for literacy, numeracy and HWB. * Writing still to be part of core business (see SQR). * Focus for SIP next session to include clear and explicit targets relating to the new link with Sandwick Junior High School, transitions between Nursery and P1 and Child Voice.   ELC Structure   * New PT to become Nursery Manager so there is a daily presence in school for the ELC and more collaborative discussions can take place. * With new P1 starter arriving in August 2025, there is a desire to have more free flow between ELC and School to the betterment of all children. * Positive use of setting and locality to create meaningful learning opportunities for children.   Training/CLPL   * All staff have taken part in Level 2 Child Protection and Safeguarding. * EYP has taken part in various training sessions in preparation for the ELC reopening and is part of networking sessions. * New PT is being introduced to contacts across Shetland and QIO/HT are ensuring information is being disseminated accurately.   Ethos   * Positive school ethos * Desire to utilise benefits of Shared Headship going forward. * Staff feel supported and valued. |
| Children and young people | Termly  Term 4 | Daily interactions Enhanced by small roll and high adult to child ratio.  All about Me Child reflections on strengths and areas for develop.  Termly Planning Discussions with children re ideas/topics to cover for Social Studies, Science, RMPS, HWB, PE, etc.  Child Questionnaire (HMIe, Education Scotland questions.  Child Council – F.I.V.E (Fair Isle Voice Experts) New Child Council moving forward to capture child voice is a more tangible way – to include links with ELC too.  Report Feedback Children views on their report and journey throughout the year. | **Planning and leading learning**   * Need for balance between “formal” lessons involving Literacy and Numeracy and more self-directed projects where children in multi-composite class can explore interests and be stretched and challenged in different ways, dependent on age and stage. * Less reliance on schemes and textbooks with more personalised learning set by the teacher. * Grammar and Punctuation alongside Writing is still seen as “boring” and less attractive by children – greater need to unlock creativity and writing for a purpose in these strands.   **Teaching, Learning and Assessment.**   * Children report that it helps knowing what the intention is in their lessons and that it also helps them when criteria are separated into clear and achievable chunks. * New PT system of setting out work for older children is having a positive impact in children taking pride in their work within jotters. * Children have limited knowledge of the 4 capacities – this to be addressed in 2025/2026 cycle.   **Report Feedback**   * Reports are fair and reflect children’s strengths and areas to focus on. * Children recognise and celebrate their progress over the year. |
| Parent and Carers | Term 1    Term 3  Termly    Term 4 | Collaboration and parental involvement with new Vision, Values and Aims.  HMIE engagement in relation to postponed visit.  Parent involvement on recruitment panel for new PT.  Parent Council meetings  School Blog, Fair Isle Times.  School website –school.  Informal daily interaction at the school entrance.  Displays of Learning (adults invited into class.  Meetings with ELC parents about hours going forward.   Parent Questionnaire (Education Scotland).  Report Feedback Forms. | * PT school update at PC meeting (Term 4) provides info on current school activities, any issues, SIP - priorities and progress made, etc. * Parents dissatisfied with HMIE insistence upon visit in March 2025 when no substantive HT or PT was in post. Visit was postponed after feedback from parents. * Parents have been heavily involved in the consultation process for moving from a HT to Shared HT/PT model. They are happy and in agreement with the new model as it allows more time for the PT to focus on high quality Learning and Teaching within the classroom. * Parent “Display of Learning” open afternoons to view child books and displays to gain insight into their child’s learning and progress * Parents appreciate photos/events/updates posted on our blog or closed social media group. * Parents are supportive and in agreement of child progress indicated through parent/teacher meetings and end of year reports. * Meetings between new PT and Parents to discuss what they would like to see in regard to transition moving forward: parents report that more opportunities to visit peers on the mainland (e.g. Sandwick Sports Day) are important alongside continuing links with other small schools such as Foula (trip from Foula planned for June 2025). |
| Community and other stakeholders | Term 4 | Planned activities with community members such as FIBO (Fair Isle Bird Observatory), which is reopening five years after a fire devastated the building.  QIO visits and meetings with new PT. | **Activities with Ranger**   * Children report enjoying their sessions on nature with Carla the Ranger. This gives them an even stronger grounding in their locality and context. * Meetings and discussions between Head of Ornithology and Head of Hospitality to see how FIBO can engage in life of the school – positive outcomes including flexibility to accommodate visiting schools/tutors to the island.   **QIO involvement**   * New PT is hugely appreciative of support given by QIO in Term 4 during transition period. * Priorities moving forward to include clarity between role and remit of incoming HT and PT. * Agreed areas of improvement: leadership of change, transition, professional engagement and collegiate working and continuity and progression. |

Standards & Quality Report

2024-2025

**Progress made with the Priorities from our 2024-25 School Improvement Plan**

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| **Priority 1:** Engagement in National Improvement Writing Programme. | | | |
| **What were our outcomes?**  This priority was postponed/cancelled due to the HT leaving midway through the session.  Nevertheless, due to focus on writing during Terms 1 (HT) and 4 (new PT) alongside a skilled ex-head teacher providing supply cover during terms 2 and 3, 100% of P1-P7 children are on track in writing.  Various approaches to writing have contributed toward a positive impact on writing and teacher skillset. | **What did we do?**   * Previous HT joined Cohort 4 of the National Improving Writing Programme. * Various implementations were made in relations to the programme and in conjunction with Priority 2 such as clear and concise success criteria being displayed to all children. * After the previous HT left the school in October 2024, supply teachers ensured consistency in writing for the children in P1-P7 and provided opportunities for writing within class. * One supply teacher was a very skilled and experienced HT who taught at the school for many years. She introduced daily writing sessions and regular grammar “English in Practice” warm ups to develop stamina and pick up on misconceptions. * A new Principal Teacher with prior experience of leading the subject of Literacy was appointed in April 2025. In Term 4, various audits and assessments took place to identify the levels of children and what gaps there were moving forward. * As a result, despite not engaging in the National Improving Writing Programme, 100% of P1-P7 children are on track in writing. | **What was the impact on children?**  - Most children have a positive attitude toward writing.  - Standards of writing within First Level are very high and the child working with First Level is able to write in a sustained way, applying various criteria to his writing.  - Children continue to engage in meaningful writing tasks such as contributing to Fair Isle Times (island newspaper) on a weekly basis.  - Children understand that there are tools around the classroom, such as success criteria, Literacy help-mats and vocabulary resources that enable them to make progress in their writing compositions.  - Parents report a more enthusiastic attitude toward writing at home based on activities completed in school. | **What are the next steps and how do you plan to evidence the impact of further actions required**?  - Out of the core subjects, a sustained focus on writing is still needed.  - Continue to foster a love of writing within our setting, especially looking at creative writing (relevant to context) and writing for enjoyment (word choice, extending and enhancing vocabulary).  - Children to take part in Creative Writing workshops and link with Shakespeare Schools’ Festival to promote enjoyment of writing linked to performing arts.  - Over 2/3 of children to be working above age-related expectations by the end of next session.  - More opportunities for sustained writing pieces linked to our local context, e.g. working with newly rebuilt Fair Isle Bird Observatory. |

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| **Priority 2:**  To enhance our practice within QI 2.3 - Learning, Teaching and Assessment (Child Participation and Moderation) | | | |
| **What were our outcomes?**  100% of children at Fair Isle are clear about the purpose of their learning and how they will achieve success. Intentions and Success Criteria are displayed regularly in lessons and are participating in a range of self and peer assessments. | **What did we do?**   * In Term 1, there was daily sentence and writing work in place with different success criteria for different year groups. * Peer assessment and self-assessment strategies are in place where children can share and provide feedback about others’ writing. * Principal Teacher (as of April 2025) ensures Learning Intentions and Success Criteria are displayed in each lesson in a way that is child-friendly and child-centred and allows children to evaluate their progress. * Principal Teacher has experience of self-directed IDL projects linked to Literacy and children participating in setting the purpose of their learning. In Term 4, a self-directed project was undertaken with the children where they would (in conjunction with 4 capacities) set their own intentions each lesson and evaluate at the end. These were linked to 21st century skills of problem solving, creativity and communication. * Display of Learning for parents to engage with self-directed projects and understand how learning intentions and success criteria are used to take place in June 2025. | **What was the impact on children?**  - Children are responding positively to, and engaging with, the success criteria displayed  - Increased confidence and motivation for writing sentences  - Children are becoming more confident at grammar concepts e.g. adjectives, nouns, conjunctions, etc.  - Children’s work – notable improvements in writing skills are evident in child jotters  - As evidenced in the evaluation above, 100% of children are on track or above age related expectations in Maths, Writing, Reading and Talking & Listening.  - Some children reported finding it uncomfortable giving and receiving feedback.  - Evaluation of self-directed projects reported high levels of satisfaction and engagement amongst children and from parents. | **What are the next steps and how do you plan to evidence the impact of further actions required?**  - After a period of staffing instability, continue to ensure Intentions and Success Criteria are displayed consistently over a period of time.  - Older children (P3 and P6) to engage in a variety of self-assessments weekly. New PT to introduce various strategies for Assessment for Learning so that no one strategy is over-used and exhausted.  - Creative ways to be explored for new P1 to access Intentions and Success Criteria, including use of Verbal Feedback.  - Parent sessions offered for parents to engage and see how these strategies work, such as in Maths Week Scotland. |

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| **Priority 3:  ELC Improvements (**ELC has been inactive since June 2023 - one 3-year-old child enrolled from February 2025) | | | |
| **What were our outcomes?**  As of February 2025, our ELC reopened with one child enrolled. The setting is now delivering meaningful and high quality sessions with a view to strengthening and building on good practice for a whole school session as of August 2025. | **What did we do?**   * Despite there being no substantive HT in position, the EYP worked closely with our QIO to ensure a successful reopening of the ELC in February 2025 for our one 3 year old. * EYP planned resources and use of space for when the re-opening happened and again worked closely with the QIO to ensure the new environment was in line with Care Inspectorate guidance. * EYP has re-joined the EYP network meetings. * QIO visit in late June to work with EYP as part of a whole-school visit. * New ELC child is now settled within their setting. In line with new Vision, Values and Aims, the child is involved in the life and work of the school from shared playtimes, community clear ups (Da Vorr Redd Up) and selling merchandise to cruise ship visitors in the hall. * New Learning Journeys are established within the setting and a new communication platform has been set up between the EYP and parents of child to share their experiences and photographic evidence. * New PT is to become the new Nursery Manager at Fair Isle. Together with the EYP, HGIOELC evaluations have taken place to inform future planning for improvement for the ELC. | **What was the impact on children?**  - Parent feedback paints a positive picture of their child’s enjoyment of nursery. Their hours will increase from August.  - From observations and reflections, it is clear that high-quality ELC provision is being delivered in our setting. The nursery child enjoys his hours in the building, especially when the local context is used as part of learning experiences (outdoor visits to parts of the island, vehicle-spotting and trips to the shop).  - Due to the strong relationships our staff have with community members and parents, our nursery child has settled quickly. The EYP is able to harness the local context and outdoor opportunities to provide meaningful learning experiences.  - Shared sessions with Foula Primary School also have an impact on our nursery child. They enjoy their weekly online reading session with the one child in Foula’s nursery, where they share experiences. Foula are coming to visit Fair Isle in the final week of term and their nursery child is coming with them too. | **What are the next steps and how do you plan to evidence the impact of further actions required** ?  - Under the Shared Headship the Principal Teacher will be the new Nursery Manager and work closely with the EYP, having regular meetings to discuss setting, practice and environment.  - Through the Shared Headship, opportunities for CLPL and collegiate working to be established across the settings including links between the nurseries (joint planning sessions and trips).  - School Improvement Plan for 2025/2026 to reflect both this and the need for strong transitions to be in place between the ELC and P1.  - A new P1 child is joining us in August. PT and EYP will plan free-flow and play sessions so the two children can interact and work together to further strengthen ties. |

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| **Project/intervention:** Residential/enhancement trips off-isle to mitigate against 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. After the HT departed in October 2024, there were two children enrolled at the school, aged 6 and 9. Working with partners on the mainland, we can alleviate isolation and provide opportunities for children to meet peers on mainland Shetland before they ultimately transition from P7 to attend Anderson High School and board in the Halls of Residence. **Transition:-** there is a recognition that enhanced transition is needed over the course of several years given S1 children from Fair Isle board at the Halls of Residence in three-week blocks. They are almost always the only child from their island transitioning to S1 and therefore they need to be familiar with the expectations and routines of the Halls of Residence.  **Experiences linked to the Curriculum:-** there are items of the curriculum that are not possible in Fair Isle: swimming lessons, museum trips, climbing wall experience, cinema trips, pantomime trips and Sports Day events.  **Professional Learning Leadership and Collegiality:-** offsite experiences afford collegiate time for teachers to work together, both sole teachers from Foula and Fair Isle but also between Fair Isle and Sandwick Junior High School as well. | | |
| **Planned Outcome by June 2025.**  **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** primary aged children will have visited Sandwick Junior High School (as we are under a Shared Headship) to take part in lessons and Sports Day Events. | | **Measures of impact on children**   * All children commented favourably on trips to mainland Shetland. The one organised by supply teacher, Lucy Spark, in December saw children attend a variety of events, including a Christmas Pantomime. * All children had teeth checked by a dentist in Brae, alongside fluoride varnishing. Children will also receive visits from the School Nursing Service alongside this. * Children received swimming tuition and instruction at “Clickimin” leisure centre when visiting the mainland. * Children enjoyed wider experiences such as a cinema trip to Mareel, shopping experiences in Lerwick and a trip to see past children in Hamnavoe. * Parents and children commented favourably on participation in Sandwick Junior High School’s Sports Day, with children competing in a variety of events alongside children of their own age. * Children also reported enjoying taking part in lessons alongside children from Sandwick Junior High School, having the chance to mix in larger classes with peers their own age. * Children in P2 and P5 had the chance to experience the Halls of Residence and become more familiar. * Children also had the chance to socialise with S1 child who had previously attended Fair Isle Primary School, who was helpful and reassuring when it came to familiarisation with the Halls of Residence. |
| **Teaching and Learning** | **Y** |
| **Leadership** | **Y** |
| **Family and Community** | **Y** |

Child Equity Fund Reporting, *2024/25*

**Self-Evaluation Against Key Quality Indicators**

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| **Quality Indicator 1.3 Leadership of Change** | |
| Developing a shared vision, values and aims relevant to the school and its community | Very Good Recent management restructure to create more capacity for strategic leadership and high-quality teaching and learning. Improvement priorities have been identified and developed alongside all stakeholders. Committed staff team moving forwards at Fair Isle Primary School.  Clear VVA developed in August 2024 in collaboration with all stakeholders. |
| Strategic planning for continuous improvement | Satisfactory Supply staff consistent and known to children during school transition. Feedback from outgoing HT, consultation with stakeholders and the recruitment of a PT.  A need to ensure there is high-quality induction for new PT, ensuring wider networking opportunities as part of this. |
| Implementing improvement and change | Satisfactory New working relationship between PT and Early Years Practitioner is strong with regular opportunity for professional dialogue. A need for clear roles and responsibilities for new PT and Shared HT to ensure there is a period of consistency and growth at Fair Isle Primary School under the new Head Teacher and Principal Teacher so that SIP priorities can be met annually, and messages are clear. |

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| **Quality Indicator 2.3 Learning, teaching and assessment** | |
| Learning and engagement | Good The learning, teaching and assessment standard has been introduced and self-evaluation undertaken. Children are engaged and motivated within the setting. Children’ diverse range of achievements are celebrated and recognized. |
| Quality of teaching | Good Outdoor learning is used to enhance learning and promote learning for sustainability.  Dialogues are respectful, as are interactions. Plan for regular moderation activities for staff outside of Fair Isle, using digital technology to promote children as “digital producers”. |
| Effective use of assessment | Satisfactory Climate for learning and ethos and culture of the school creates a foundation for high quality learning, teaching and assessment. More consistent use of assessment is needed now staffing remains stable. |
| Planning, tracking and monitoring | Satisfactory More rigorous planning, especially forward planning is needed to ensure consistency and to realise progress for children.  Monitoring takes place but this needs to be more firmly embedded into the school’s moderation cycle. |

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| **Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion** | |
| Wellbeing | Very Good Confidentiality is respected at all levels. Children report that school is helping them to become more confident. School trips are well-planned and established, with a clear need for children to be prepared for life at Anderson High School recognised. |
| Fulifilment of statutory duties | Good The school is accredited at Silver in the Rights Respecting School award programme.  Despite remote location, staff regularly access important safeguarding and care inspectorate training to ensure they fulfill statutory duties. |
| Inclusion and Equality | Good There is no PEF allocation for the school, however this is subsidized by the local authority. The funding is used to meet the equity gap of experiences due to the geographical location. Children report that they enjoy the school trips. |

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| **Quality Indicator 3.2 Attainment and achievement** | |
| Attainment in literacy and numeracy | Good Verbal feedback is consistently given along positive written comments. Verbal feedback enables children to make progress within lessons and build on their attainment. Children’s attainment in Literacy and Numeracy is high in the setting. Interventions are in place to support children’s learning. |
| Attainment over time | Good Progress over time is evident in learning profiles and exercise books. There are conversations held with children about their next steps and targets. Reports are share with parents which include opportunity for parental feedback. |
| Overall quality of children’ achievement | Satisfactory  Children’s achievements are celebrated in all subjects. Children are beginning to take more pride in their work and engage with more application and problem solving activities in maths. |
| Equity for all children | Good Now that there is a clear, consistent staff structure in place, there is a need for further opportunities to be provided for children to apply skills, knowledge and understanding in different contexts to deepen learning and extend thinking. The new PT recognises the need for more opportunities in the setting in regard to self-directed learning and child-initiated play. |

**Please self-evaluate each core quality indicator according to the** [**Education Scotland six point scale.**](https://education.gov.scot/media/egolfgic/6-standards.pdf)

**1: unsatisfactory**

**2: weak**

**3: satisfactory**

**4: good**

**5: very good**

**6: excellent**

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| **HGIOS 4** | **School**  **Self-Evaluation** | **HGIOELC** | **ELC**  **Self-Evaluation** |
| 1.3 Leadership of change | 3 | 1.3 Leadership of change | 3 |
| 2.3 Learning, teaching and assessment | 4 | 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 |

Fair Isle Primary School



School Improvement Plan

2025-2026

## Factors Influencing the 2025/26 School Improvement Plan

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| **Local authority factors**   * The Ambition - Excellence and Equity for Shetlands’ children 2022-2026 * 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 | **National factors and drivers**   * 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   * Shared HT and PT model introduced to the school from April 2025. * Subsequent retirement of Shared HT at Sandwick resulting in new Shared HT in post as of August 2025. * ELC service now reactivated as of February 2025. New child is settled, happy and has increased hours for August 2025. * PT to become Nursery Manager. HGIOELC evaluations have taken place to inform future planning. * Parent involvement via questionnaires. * Child Voice needs to be re-established and made more meaningful with our setting. | **Local factors**   * Geographical isolation makes trips problematic in Autumn, Winter and Early Spring. Aim to address this via the new Shared HT and link with Sandwick alongside other small schools such as Foula. * Reopening of FIBO (Fair Isle Bird Observatory) after a fire devastated the building six years ago, provides chance for children to work alongside rangers and connect with their natural surroundings. Already, a link has been established and opportunities have been planned for children (including ELC children) to take part in rock pooling, coastal watches and trap checking. |
| UNCRC   * **RRSA Silver Award** achieved in March 2024. New PT is a trained assessor at Silver for UNICEF and has been a Network Lead for schools in previous authority. Training to impact school planning and delivery. * **Journey Toward Gold**: PT to book Gold accreditation for July 2026 (thus starting a 12 month journey towards being a Gold Rights Respecting School. * **Positive school ethos** based on our School Vision, Values and Aims and re-establishment of Class Charters. * **Ensure Child participation/involvement** - learning, child council and a clearer focus on Child Voice to guide school improvement planning through questionnaires and meetings. | **Tacking Inequalities, Poverty Proofing and Cost of the School Day**   * **Equity Gap:** Centred around access to experiences (swimming lessons, museums, sports, etc.) due to our geographically remote location. * **Trips** – parents are asked for minimal towards school trips.  We ensure it is affordable, reasonable and appropriate and parents/children are consulted in what they would see as beneficial for each individual trip (e.g. Sandwick Junior High Sports Day. * **Enterprise** – we sell child-designed merchandise at our stall when cruise ships visit Fair Isle. The proceeds are used to fund trips and purchase other equipment. |

**Child Equity Fund – Planning and Reporting –** *Example in italics*

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| **PEF (SEF) Allocation *2025/2026*** | | | | |
| **Project/intervention:** Residential/enhancement trips off-isle to mitigate against the disadvantages of living on a small, remote island alongside inter-island trips between Foula and Fair Isle (the two remotest schools in the Shetland archipelago with small numbers). **What was your gap? Socialisation:-** peer-relationships between children of the same age and gender are limited in Fair Isle. We currently have a roll of one P1, one P3 and one P6 child in the school. Working with partners on the mainland, we can alleviate isolation and provide opportunities for children to meet peers on mainland Shetland before they ultimately transition from P7 to attend Anderson High School and board in the Halls of Residence. It is also recognised that Foula and Fair Isle children are the only children who board “full time” at the Halls of Residence so securing friendships between these two cohorts is essential.  **Transition:-** there is a recognition that enhanced transition is needed over the course of several years given S1 children from Fair Isle board at the Halls of Residence in three-week blocks. They are almost always the only child from their island transitioning to S1 and therefore they need to be familiar with the expectations and routines of the Halls of Residence.  **Experiences linked to the Curriculum:-** there are items of the curriculum that are not possible in Fair Isle: swimming lessons, museum trips, climbing wall experience, cinema trips, pantomime trips and Sports Day events.  **Professional Learning Leadership and Collegiality:-** offsite experiences afford collegiate time for teachers to work together, both sole teachers from Foula and Fair Isle but also between Fair Isle and Sandwick Junior High School as well. Now that the Shared Headship is in place between the two schools, collegiate activities between the two schools has been made a priority with staff from both ELC and the primary school having opportunities to work alongside one another. | | | | |
| **Planned Outcomes by June 2026.**  1. All children to have taken part in termly visits (weather permitting) to mainland Shetland, taking part in experiences beyond the limitations of their remote isle and have had the opportunity to mix with peers of same age/stage.  2. 100% of parents comment favourably on these trips and to be actively engaged in helping select what experiences they would like for their children.  3. Staff to have taken part in collegiate working time. | | **Details of project/intervention:**   * Residentials at AHS Halls of Residence. * Enrichment and cultural activities – cinema, climbing wall, museum trips. * Swimming tuition at Clickimin Leisure Centre. * Participation in events at Sandwick Junior High School including Sports Day. * Time spent in corresponding primary classes at Sandwick. * Trips to the dentist. * World of Work enrichment such as trips to police, ferries, coastguard etc. | **Resources and Lead Person**  Shared Headteacher and PT working together to plan experiences.  PTs of Fair Isle and Foula working together.  **Funding:** SEF allocation.  Funds raised through Cruise Ships stall enterprise project. | **Measures of impact on children**   * *Shared HT and PT to gather child, parent and staff feedback.* * *Observation of children during trips alongside follow-up questionnaires for children back in Fair Isle.* * *Fair Isle Times reports and ongoing documenting of trips.* |
| **Teaching and Learning** | **Y** |
| **Leadership** | **Y** |
| **Family and Community** | **Y** |

**Improvement Priorities for *2025-26***

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| **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. | 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 |

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| **Priority 1: To utilise the new Shared Headship model in order to maximise experiences for children and opportunities for collegiate learning.** **Continuation from *2024/25*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  New management structure introduced to the school after consultation period in previous year. This has been in place since April 2025.  New PT being appointed at Fair Isle as of April 2025.  New Shared HT being appointed at Sandwick Junior High School as of August 2025.  Evaluation of HGIOS Quality Indicators 1.2 and 1.3.  Parental feedback and engagement – parents and other stakeholders are clear on how they want the new structure to work. | **Planned Outcome:**  100% of parents feel that the Shared HT model is beneficial to their health & wellbeing and attainment.  Staff questionnaires show 100% of staff at Fair Isle to feel more confident delivering high quality teaching and learning as a result of the Shared HT model.  A clear record is made and documented of shared opportunities between the two settings (Sandwick and Fair Isle). | | **Measures**   By June 2026 all children at Fair Isle Primary School will have visited Sandwick Junior High School at least 1 x termly for enrichment visits.  Collegiate opportunities will take place across the schools at least 1 x termly with staff visiting each setting and taking part in Team Teaching. This to include ELC.  Questionnaires to reflect 100% of children feel trips to Sandwick are beneficial and enjoyable to them. | **Resources and Lead Person**  Lead by Shared HT, PT of Fair Isle and PT for Primary at Sandwick Junior High School.  School Travel Budget to take into consideration more trips to the mainland. |
| **Monitoring priority progress over time: impact on children** - Shared HT and PT to have fortnightly leadership meetings to discuss effectiveness of model and set priorities going forward. - Visits planned for PT and EYP to experience settings on mainland Shetland and meet/engage with colleagues in these settings. - Collegiate discussions and reflections alongside observations and feedback from lessons taught together when “Team Teaching”. - Parent feedback and input into enjoyment of mainland experiences for children. Adjustments made where necessary. | | | | |
| **What will success look like?**- See “measures” box for outcomes.  - Confidence for Fair Isle children due to increased social interactions with peers. - Evidence of trips and collegiate learning opportunities – clearly documented with focus and agreements for next steps. - Positivity from parents and community members reflected in questionnaires and feedback forms. | | | | |
| **By the end of November, we expect to see** | | **By the end of February, we expect to see** | | **By the end of May we expect to see** |
| - Action points drawn up from Shared HT and PT meetings regarding targets for the year ahead. - PT to take part in video calls with PT of Primary at Sandwick to formalise a calendar or timetable for collegiate opportunities. - At least one collegiate visit across the schools to observe teaching and learning. - Engagement with parents and children in regard to purpose of trips for the coming session. | | - Visits to individual settings from EYP to take part in collegiate activities. - HT and PT to meet to evaluate effectiveness of visits. - RAG rating of outcomes on children so far in conjunction with above point.  - Child questionnaires reflecting positivity toward trips. - Future planning of trip for early spring. | | - Questionnaires reflecting positive attitudes toward Shared HT arrangements. - HGIOS evaluations focussed on impact on children of shared collegiate activities. - Summer activities planned for a Fair Isle week-long trip to the mainland. |
| **What happened? What did we see?** | | **What happened? What did we see?** | | **What happened? What did we see?** |
| **What are our next steps?** | | **What are our next steps?** | | **What are our next steps?** |
| **End of Session Summary of Progress and Impact** | | | | |
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**Improvement Priorities for *2025-26***

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| **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.   *(highlight as appropriate)* | 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 |

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| **Priority 2: To establish a strong link between ELC and P1 children that supports effective transition within our setting. Continuation from *2024/25*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  Reopening of our ELC setting in February 2025 with one child on roll.  Arrival of P1 child (family relocating to the island) who will begin in August 2025.  Increase in hours for the child in ELC as of August 2025.  Evaluations of HGIOELC Quality Indicators 1.1, 1.2, 2.2 and 2.6.  Principal Teacher becoming the named Nursery Manager as of June 2026.  Collegiate conversations, discussions and reflections between PT and EYP. | **Planned Outcome**  There are 3 x 1 hour sessions built into our school for shared play and learning sessions between P1 and ELC child.  1 x weekly meeting between Early Years Practitioner and Principal Teacher to review and set targets.  Joint ELC and P1 floor book clearly shows depth and breadth of play opportunities within joint setting.  100% of parents report enjoyment of joint sessions, as well as their benefit to children.  PT to engage in “Emerging Literacy” training and colleagiate work offered by the authority over the year. | | **Measures**  Clear timetable established for when joint ELC/P1 sessions will take place on a weekly basis.  Evaluation of these midway through school year (February) to adjust in line with increase in nursery hours (as and where appropriate).  Recording systems to monitor sessions and link to Benchmarks – floor books and learning journeys. | **Resources and Lead Person**  Lead by PT (ELC Manager) and EYP.  Shared HT to also observe sessions and provide feedback.  Joint budget allocation for resources across P1 and ELC.  CLPL – network meetings, professional reading, and sharing practice.  School Travel Budget – EYP to attend CLPL in person where necessary. |
| **Monitoring priority progress over time: impact on children** - Collegiate discussions and reflections to take place once a fortnight. - Observations of sessions from the PT and shared planning between PT and EYP. - Review of floor books, learning journeys etc. - Parent feedback and “Stay and Play” sessions. - Pictures and documented evidence from child voice sessions. | | | | |
| **What will success look like?** - See “measures” box for outcomes. - Increased ELC child participation in school activities and events. - More collaboration between school and ELC: ELC child to be part of child voice sessions.  - New P1 starter settling quickly into our unique setting, building relationships with both PT and EYP. - Positive feedback from teachers and stakeholders in end-of-year questionnaires. | | | | |
| **By the end of November, we expect to see** | | **By the end of February, we expect to see** | | **By the end of May we expect to see** |
| - Sessions taking place 3 x per week between P1 and ELC child. - Clear establishment of routines to ensure ELC child is involved in more elements of school life (e.g. break times). - Introduction of formal systems for recording these settings alongside links to benchmarks. - Meetings between PT and EYP to evaluate sessions. | | - Whole school project involving pantomime/performing arts completed with all children participating. - Parent “Stay and Play” sessions happening once every two months so family members can see sessions in action. - Child feedback clearly evidenced and captured to inform future planning. | | - Questionnaires completed by parents that will help evaluate sessions and inform next steps. - Feedback from QIO and Shared Head who will have visited the school to observe sessions. - HGIOELC Quality Indictors 2.6 re-evaluated at Point 5 or 6 to reflect positive outcomes on learning. |
| **What happened? What did we see?** | | **What happened? What did we see?** | | **What happened? What did we see?** |
| **What are our next steps?** | | **What are our next steps?** | | **What are our next steps?** |
| **End of Session Summary of Progress and Impact** | | | | |
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**Improvement Priorities for *2025-26***

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| **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.   *(highlight as appropriate)* | 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 |

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| **Priority 3: To re-energise child voice within our setting and involve all children in school improvement and evaluating their progress.**  **Continuation from *2024/25*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  SIC Standard for learning, teaching and assessment.  Suggestions from QIV in 2024/2025.  National priorities in relation to CRC and enshrining of children’s rights into law.  Fair Isle Primary School’s awarding of Silver Rights Respecting award in 2024 – journey toward Gold has subsequently stalled due to changes in staffing.  Parental and child feedback suggesting child voice is seen as important within our setting. | **Planned Outcome (linked to SIC Standard)**  **Learning and Engagement** Commitment to children’s rights, positive relationships and children at the centre. 1 x weekly “FIVE” meeting for children to engage in child voice activities.  **Quality of Teaching** 100% of children will report our dialogue and interactions are respectful and purposeful.  **Effective Use of Assessment** Learning walks and observations evidence a range of approaches are carefully planned to ensure each child and young person is part of the process. | | **Measures**  Establishment of “FIVE” (Fair Isle Voice Experts) that meet on a weekly basis to include child voice in school improvement.  Evaluation of how children are involved in their learning (slight overspill from previous year) with intentions and success criteria.  Registration for Gold Accreditation and refreshing of rights language around our setting. | **Resources and Lead Person**  PT. Engagement with Shared HT and QIO.  SIC Standard for learning, teaching and assessment documents.  Child Voice materials – HGIOS/ELC and HMIe questionnaire templates.  UNCRC documents. |
| **Monitoring priority progress over time: impact on children** - Child voice sessions to happen once a week starting in August of 2025. - Evidence kept and collated of child involvement (minutes of meetings, child questionnaires and HGIOS documents). - ELC child to join session on a fortnightly basis as part of transition focus and to ensure they are also involved in the life and work of the school. - Children leading their learning through self-directed projects. - Introduction of class charters formed alongside children and with rights displayed around the school building. | | | | |
| **What will success look like?** - See “measures” box for outcomes. - Children speak positively about how their voice is heard in school. - Children involved in purchasing of resources (e.g. outdoor learning or digital technology) that they would like to see in school. | | | | |
| **By the end of November, we expect to see** | | **By the end of February, we expect to see** | | **By the end of May we expect to see** |
| - Weekly sessions established within our setting with clear targets – children part of evaluation process. - Child voice record in relation to Learning Intentions and Success Criteria in lessons: staff lesson planning and resources reflect this. - Action Plan for Gold written and shared with all staff members.  - PT to take part in CPD in Child Voice. | | - Feedback from Shared Head and QIO when visiting. Shared Head to lead one “FIVE” session during visit. - Evaluation of child questionnaires to inform future planning. - More evidence of self-directed learning projects as part of IDL topics: evidenced through planning, displays, child conversations. - Resources purchased by the children in action around the school building. | | - HGIOS Evaluations for Quality Indicators 2.2, 2.3, 3.1, 3.2 and 3.3 to reflect effectiveness of child voice. - Gold Accreditation Visit booked for Term 4 with PowerPoint of evidence and evaluated action plan in place. - Further child questionnaires to show enjoyment and enthusiasm towards “FIVE” sessions. |
| **What happened? What did we see?** | | **What happened? What did we see?** | | **What happened? What did we see?** |
| **What are our next steps?** | | **What are our next steps?** | | **What are our next steps?** |
| **End of Session Summary of Progress and Impact** | | | | |
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Fair Isle Primary School Working Time Agreement *2025-26*

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| **Item**  Teaching P.T duties time 2.5 hour (this to include duties as Nursery Manager). | **Detail** | **HPW**  **Majority of weeks** | **HPW – supply covering** |
| **Teaching and Learning** |  |  |  |
| Class Teaching | Based on 1.0 FTE | 20 | 0 |
| NCCT  (Music and Art Instructors 2.5) |  | 2.5 |  |
| Principal Teacher Time FTE 1.0) | Approx. 30 weeks x 2.5 = 75. Totalling 3 weeks’ worth of supply cover per session. |  | 75 |
| Preparation and correction |  | 10 | 0 |
| **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 | Twice a year (interim and end of year reports) x agreed time allocated | 18 | |
| Moderation Activities (including collegiate working across schools) | Agreed Time Allocation | 6 | |
| Tracking and Monitoring | Agreed Time Allocation | 12 | |
| Parents evenings | 3 children - twice in the year | 4 | |
| Staff meetings (meeting with Shared Head/EYP | Approx 1 hour per week | 35 | |
| Professional Reading Protected Time | 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 te system –making contacts | 20 | |
| Professional Learning |  | 10 | |
| Flexibility |  | 6 | |
| School Improvement Plan | Tasks to address priorities on SIP and SQR | 15 | |
| S&Q/SIP | Self-Evaluation Data Gathering, Analysis and Reporting to Shared HT | 20 | |
| Corporate Liaison and Learning | Risk, Finance, Technology, Systems | 5 | |
| Janitorial | Buildings liaisons, Fire Alarm Checks, CO2 monitoring etc | 10 | |
| **Total** | **Total collegiate time allocated** | **195** | |