

Fair Isle Primary School



Standards & Quality Report 2025 - 2026

and

School Improvement Plan 2026 - 2027



Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

1. Placing the human rights and needs of every child and young person at the centre of education;
2. Improvement in children and young people's health and wellbeing;
3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school-leaver destinations for all young people;
5. Improvement in attainment, particularly in literacy and numeracy.

The seven strategic outcomes to be achieved are:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners 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;
2. 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;
3. 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;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. 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

Results of stakeholder consultations should feed into the School Improvement Plan.

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	Term 1	Interim period with temporary Shared HT at Sandwick.	Transitions: - A positive link is now well-established between Fair Isle Primary School and Sandwick Junior High School via the Shared Headship model now that a substantive HT is in post. This has led to regular opportunities to enhance children's experiences which can be built on and improved further next year. - ELC is now much more involved in the life of the school (P1-P6) than in previous years with children involved in shared sessions, assemblies, trips and activities. This was highlighted in Care Inspectorate report and is embedded for next year with ELC child beginning final year in ELC in preparation for - A new family moving to the island with two children to be enrolled in the primary school highlights the need for strong transitions in regard to children joining the school setting after moving to our unique setting. - Two P7 children next year means there will be a renewed focus on high-school transition between Fair Isle and Anderson High School, with more opportunities with P7 at Sandwick JHS too. Staff Pedagogy and Training: - Staff are proactive, despite living in a rural and remote setting, at seeking out training opportunities and ensuring that CPD is relevant and effective, with benefits to children. This has included the following: play pedagogy training, in-service training on relationships and CIRCLE, photography across the school (Pete Moorhouse) as well as regular ELC manager meetings, EYP meetings, Leadership meetings to name but a few. - Given the unique nature of the Shared Headship, the PT undertaking Into Headship next year is an important measure from a strategic standpoint. - The EYP is leaving the setting in October 2026 and has given advanced notice of this. A new EYP has been recruited and opportunities for training and collaboration with other staff members will be important when they start in post. Ethos - Positive school ethos. - Desire to utilise benefits of Shared Headship going forward. - Staff feel supported and valued. - Good communication between PT and HT.
	Term 1	PT involvement with recruitment process for permanent HT.	
	Terms 2, 3 and 4	Visits from Shared HT to Fair Isle Primary (including reciprocal visits to Sandwick JHS).	
	Term 2	School Improvement Visit (SIV). Focus on QI 2.4	
	Termly from November	Regular meetings between PT and Shared HT.	
	Bi-weekly	Meetings between EYP and PT.	
	November 2026	Reflection on Care Inspectorate visit between EYP and PT.	

Children and young people	Termly	Pupil Voice Assemblies (Fair Isle Voice Experts).	Vision, Values and Aims - Children have engaged with a renewed focus on Vision, Values and Aims via pupil voice assemblies, especially children new to the school and setting. Feedback suggests children are happy with the school values and are beginning to embed them further into their interactions and daily life in the school. - Positive sessions between ELC and P1 have garnered good feedback, with children enjoying the sessions and having time to immerse themselves in play-based activities. Pupil Voice - A number of opportunities have been provided, with children engaged and enthusiastic throughout. - Head of PC visited the school to ask children what they would want to see in their playground in regard to new equipment. - Various assemblies asking for children's feedback on school values and how they link to day-to-day learning, including engagement with Circle materials to look at how we enhance setting. Self-Directed Learning (Four Capacities) - Efforts have been made this year to ensure that children have more ownership of their learning and are subsequently more engaged. Co-design art projects, individual focuses during photography projects and self-directed "endeavour" projects have all been pitched, in a multi-composite setting to enthuse children and link learning to skills beyond the classroom and skills for lifelong learning. Report Feedback - Children's feedback on reports reflect enthusiasm and positivity. "The school is one of my favourite places to be." "Everyone is so kind." "My first year of school was amazing." "I think it is great. I enjoy everything."
	Term 2	Involvement with PC regarding playground equipment.	
	Term 4	Circle Questionnaires linked to setting.	
	Term 4	Video Calls and engagement with new family moving to the island.	
	Termly	Self-directed projects.	
	Weekly	Writing for local newspaper – Fair Isle Times.	
	Termly	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.	
Parent and Carers	Term 1	Parents Evening to discuss child progress.	- 100% of parents attended parents evening with positive comments on children's overall happiness within the school. With small numbers in the school, parents know that PT and HT are approachable and that any worries or concerns can be aired swiftly and discussed collaboratively. - 100% of P1-P6 parents engaged with the SIP feedback questionnaire, reporting positives on the SIP priorities of 25-26, especially opportunities for children within the shared headship model, enrichment trips to mainland and ELC/P1 shared sessions. - 100% of parents engaged with VVA questionnaire, expressing satisfaction with the school values and providing useful comments moving forwards, with the need to highlight the school's uniqueness moving forwards.
	Term 2	PC involvement with recruitment process for new permanent HT.	
	Term 3	VVA Questionnaire.	
	Term 4	S.I.P feedback questionnaire. Reports Display of Learning	

	Termly	afternoon (linked to personal projects). Parent Council Meetings.	- ELC parents have attended Stay and Play sessions and have commented favourably on them. - PT has provided SIP and general school updates at PC meetings throughout the year. Parent feedback on playground equipment and the need to improve this has been noted. - Parent "Endeavour Showcase" open afternoons to view child personal projects 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.
Community and other stakeholders	Termly	Planned activities with community members, including: FIBO (Fair Isle Bird Observatory) – Ranger. FIMRO (Fair Isle Marine Research Organisation) – Education Outreach Officer. Good Shepherd Boat Crew. Resident Artist Visits (cottage on island specifically booked for residencies. Cruise Ship Enterprise Stall. Other members of the community.	Activities with Ranger and FIMRO - Children report enjoying their sessions on nature with Carla the Ranger. This gives them an even stronger grounding in their locality and context, especially through bird ringing, rock pooling and beach cleaning sessions. - Through work with FIBO and FIMRO, children have now "adopted" a specific beach on the isle and clean it once a term. Children comment favourably on this. - Meetings and discussions between Head of Ornithology and Head of Hospitality to see how FIBO can engage in life of the school – children have a positive relationship with FIBO and have work displayed in this lounge of the new building. Cruise Ship Stall - Children have taken part in 10 cruise ship events, running a stall to raise money (often in excess of £400 and learn skills such as enterprise and communication. Resident Artist Visit - Residents artists Lori Deeley and children's author Joan Lennon have visited the school to conduct sessions on organic paint-making and riddle poetry with enjoyment report from all children. Other Members of the Community - Self-directed projects and school trips have seen Fair Isle Primary School forge strong links with the community and engage children with elements of Developing the Young Workforce and World of Work activities. Children have visited the lifeline ferry service "The Good Shepherd" on one occasion and local fishermen and dressmakers have visited the setting to share their expertise with the children and contribute to their self-directed projects.

2025-2026

Standards & Quality Report



Progress made with the priorities from the current school improvement plan

Priority 1: To utilise the new Shared Headship model in order to maximise experiences for children and opportunities for collegiate learning.			
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?
Parents and children are supportive of the shared headship model and respond positively regarding the opportunities it brings to the school. A substantive Shared Head Teacher being appointed at Sandwick in November 2025 and subsequently working closely with the Principal Teacher has provided stability and aided progress and school improvement. Examples of this include a more rigorous quality assurance calendar, lesson observation and feedback on setting and planning. Children have been able to attend classes at Sandwick on five separate occasions, including Sports Day, during their enrichment trips to the mainland. The Head Teacher has also been out to Fair Isle on separate occasions, including a three-day visit. Children overwhelming report that they enjoy and value these opportunities.	- Children visited Sandwick Junior High School in four separate occasions throughout the year. Staff have also had opportunities on this visit to conduct collegiate work. - PT at Fair Isle worked closely with QIO and temporary Shared HT to ensure that the model was meaningful in preparation for a substantive HT to begin in November 2026. - New Shared HT has been proactive and has visited Fair Isle Primary School for overnight stays, being a visible presence to community members and building strong links with parents and children. - Parents have been sent questionnaires to provide thoughtful feedback on how the Shared Headship model is working. Feedback is largely positive and can be used to enhance the link even more next year. - Quality Assurance Calendars and Improvement Visits have tightened up various processes and ensured that staff training, tracking and monitoring is now systematic and working well.	- Children have been able to experience life in a larger classroom (in terms of numbers) on four separate occasions this year and enjoy doing so. This is important in regard to them socialising with more peers their own age and to move from a multi-composite to a composite setting. - Children look forward to opportunities that have a direct impact on their Health & Wellbeing, especially Sports Day and a P5-P7 hockey tournament, where again they have the chance to interact and take part in activities with children of their own age. - Collegiate opportunities, especially between ELC, has led to EYP seeing examples of good practice across different settings and transferring this to our setting here in Fair Isle, to the betterment of children's learning and enjoyment of learning. - Children enjoy visits from their Shared HT, who has been able to forge strong and meaningful relationships with them. Subsequently, they feel more valued and look forward to visits to Sandwick Junior High School and Shared HT's visits to Fair Isle Primary School too. - Lesson Observations and Improvement Visits from Shared HT are important for the PT here in Fair Isle, now with more opportunities to reflect on practices and environments and build on this moving forwards.	- Further opportunities to collaborate between Fair Isle and Sandwick specifically in regard to transition of two P7 learners to S1 in the coming year. - A new EYP starting in October 2026 highlights the need to keep in place the collegiate opportunities between ELC settings to ensure a smooth induction of this new staff member. - Two new children moving to the island emphasises the need for these experiences to continue so that they too, along with parents, feel the benefits of the shared headship model in regard to opportunities and relationships.

Priority 2: To establish a strong link between ELC and P1 children that supports effective transition within our setting.			
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?
- Regular sessions between ELC and P1 have taken place every week across the whole year. - A Care Inspectorate visit in November 2025 highlighted "major strengths" within the setting. - Regular bi-weekly meetings between EYP and PT, along with a Quality Assurance Calendar, have tightened procedures and enabled the setting to improve. - Families have attended "Stay and Play" sessions throughout the year. - A floor book to document the shared sessions is on display in the setting and has been highlighted as good practice. - ELC child has been able to take part in Pupil Voice assemblies with P1-P6 learners, as well as other activities such as rock pooling and yoga.	- A clear timetable was established for when joint sessions would take place on a weekly basis, giving EYP a clear process for planning shared and engaging opportunities. - EYP and PT have been able to reflect on these sessions and adapt them through bi-weekly meetings. - We have recognised that the link to support transition exists both ways, with opportunities for ELC child to engage with activities alongside P1-P6 children. These have been planned for and take place more regularly now ELC child has increased hours and has included shared lunchtimes and playtimes. - PT has worked with Early Years QIO and practitioners from other settings to update policies, including outdoor learning, play pedagogy and healthy snack. - Both P1 and ELC children have engaged with "Fun with Foula" sessions, which take place on a weekly basis, to form relationships with child in a similar remote setting. These sessions are carefully planned between EYPs of both Fair Isle and Foula. - A very positive Care Inspectorate report has provided affirmation of current practices but also pointers as to how we can improve further. Adapting planning formats to include more observations of children's learning and interactions with each other has informed practice and had an impact on how future learning is planned for.	- Parent feedback from both ELC and P1 children paints a positive picture of their child's enjoyment of nursery and favourable feedback. Their hours will increase and the child will attend the setting for five days a week (9:00am – 1:00pm). - From observations and Care Inspectorate report, high-quality ELC provision is being delivered in our setting. The nursery child enjoys their time in the setting and both parent and child highlight the enjoyment gained when engaging with P1-P6 children. - Shared sessions with Foula Primary School also have an impact on our nursery child and P1 child. This has led to a mainland Shetland visit during the Shetland Folk Festival, which enabled the two children to meet in person and enjoy a day together celebrating music and taking part in enrichment activities in Lerwick. - Opportunities for collegiate learning and authority-wide CPD has led to adaptations in practice and collaboration/sharing of good practices. Recent adjustments that have been that children comment favourably on are the introduction of topics to deepen learning, especially a recent one on "Homes and Houses".	- A new EYP starting in October 2026: the setting will look to have a transition where the current EYP can work alongside the incoming EYP to ensure continuity. - The ELC child has one year left in the ELC. Further opportunities, building on what has taken place this year, for them to be involved in P1-P6 opportunities will be sought and embedded across the year will take place. - PT and new EYP to work closely together to manage the ELC child's transition into P1 in terms 3 and 4. - Look at the scope for more daytrips for ELC child to partake in as these were commented on favourable in previous session.

Priority 3: To re-energise child voice within our setting and involve all children in school improvement and evaluating their progress.			
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?
- Evidence that F.I.V.E (Fair Isle Voice Experts) sessions are happening fortnightly within our setting by July 2026. - All parents engaged with a Vision, Values and Aims questionnaire, with positive feedback gleaned. - Children have engaged with a variety of stakeholders and community members and have taken part in Pupil Voice sessions that have informed planning on opportunities for trips (visit to lifeline ferry service) as well as informing activities during enrichment trips (climbing wall, swimming lessons and sports days). - Fair Isle Primary School has continued its journey toward becoming a UNICEF Rights Respecting School (Gold) with the reestablishment of class charters, lessons on dignity and global citizenship work including toilet twinning taking place).	- Learner conversations and environment walks were held (both with staff and with children) in August to establish where and how child voice could be made more prominent in both the ELC and in the primary classroom. Focus points such as class charters, visible rights that were “lived and not laminated” as well as wall displays were agreed upon. - After consultation with the children, a format called “F.I.V.E” was devised. This stood for “Fair Isle Voice Experts” and would be an assembly/lesson that occurred biweekly in order for children to help air opinions as well as engage more in the process of looking at our Visions, Values and Aims. - ELC children also, where appropriate, attend F.I.V.E sessions in order to be involved in pupil voice across the whole setting. - Other adults within our community have played a roll in the prominence of Pupil Voice. The chair of the P.C was invited into school to gain opinions from children on playground equipment. - A parent questionnaire was created for the midpoint of the year to gain insight as to how parents felt pupil voice worked within the school and how it could be improved and built upon. - Through F.I.V.E assemblies, pupils have been able to feed back to the Principal Teacher on the following themes: enrichment trip activities, school values, library, self-directed learning, selection of topics and focus points for I.D.L within the classroom	- 100% of children comment that they enjoy F.I.V.E assemblies within school and that they contribute toward their voices being heard. - Health and Wellbeing lessons are now firmly timetabled with the “Compassionate and Connected Classrooms” scheme from UNICEF being used as a basis for designing yearly plans. This has impacted on positive daily interactions that are purposeful and respectful with check-ins and activities linked to rights-based language. - Pupil Voice assemblies have informed teacher’s long-term planning, especially in how self-directed I.D.L learning has taken place and the way in which play-based pedagogy operates within such a small setting. - Children comment favourably on enrichment trips, where their voice and preferences have been listened to and openly respected. From this, more swimming lessons and trips to the climbing wall have been planned for. - Pupil Voice now plays an active part in lessons, particularly with children self-evaluating their learning. Plenaries are carefully woven into the fabric of lessons so children have opportunities to reflect upon their learning in a meaningful way. - 100% of parents reported that pupil voice and opinion are valued within our setting. They report that learning is “safe and fun”, “fantastic, unique and flexible” and “brilliant, nurturing and encouraging.”	- More rigorously embed the school’s Vision, Values and Aims across the school and in communication with parents: through their use of letterheads and in school documentation. - PT to create an overarching document for our Vision, Values and Aims that celebrates the uniqueness of our setting and is meaningful for our school as a way of celebrating the way children grow and develop here in Fair Isle. - Potential to migrate an already-strong school website onto another template to give our Vision, Values and Aims more prominence and ensure that any prospective parents (one croft of six bedrooms becoming available in October 2026) see clearly the vision of the school if researching the island and the community. - School to undergo UNICEF Rights Respecting Schools’ Gold Award accreditation in August 2026. - Further “F.I.V.E (Fair Isle Voice Experts) sessions to take place so children new to the setting become familiar with the school values and are able to engage with them.

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	Very Good There is an aspirational vision for the children in the school. The whole school community is passionate about them being exposed to meaningful experiences. Parents are positive that the new Shared Headship model with Sandwick will lead to higher standards for their children and more opportunities.
Strategic planning for continuous improvement	Very Good The new working relationship between Shared Head Teacher, Principal Teacher and ELC practitioner in school is strong. There is regular time for professional dialogue. As part of the new Shared Headship at Sandwick, the Principal Teacher and ELC practitioner plan to complete HGIOELC evaluations together to identify strategic targets.
Implementing improvement and change	Very Good Clear systems are being introduced for self-evaluation, again building on the work of the previous Head Teacher. There is now a more dynamic and fluid approach to self-evaluation within the school, where practitioners and teachers can decide on which priorities need addressing more rigorously. This is helping to inform future planning for the school. Staff appreciate the need to work collaboratively and not be too “insular”. Links are established with schools within and outwith Shetland so innovation can be brought to the classroom

Quality Indicator 2.3 Learning, teaching and assessment	
Learning and engagement	Excellent Positive relationships are at the heart of everything we do at Fair Isle Primary School – parents and pupils comment favourably on this given our small setting enables us to really “know” our children. Learners are becoming more independent and are developing their understanding of the 4 capacities through the use of the Fair Isle Skills Ladders. Partnerships across the isle are highly valued and give children access to high quality outdoor learning. We engaged with FIMRO (Fair Isle Marine Research Organisation) and FIBO (Fair Isle Bird Observatory) to conduct regular beach cleans. Children have planned and taken part in outdoor fundraising, including a 4.1 mile walk from the North to the South of the island.
Quality of teaching	Very Good Planning is proportionate and manageable, with clear identification of learning targets across Early, First and Second Level. Staff access and apply findings from relevant findings from recent educational research (such as Play Pedagogy and I.D.L). Learners take on roles which include leading their learning, such as through “Endeavour” (child-led enquiry projects in Term 4) and also through recent engagement with Pete Moorhouse photography project. This helps them understand their sense of place but also helps formulate

	targets and next-steps to more thoroughly understand what they need to do to improve.
Effective use of assessment	Very Good Assessment approaches are dynamic and matched to the learning needs of individuals. These are often holistic in nature and personalised given the small number of children we have in our setting. Shared Head Teacher has involved the school in White Rose Maths, which has enabled staff to use written assessments to help form judgments. A quality body of evidence is used to support assessment judgments and decisions about next steps. Staff carry out gap analysis when looking at assessments to help remove barriers to learning.
Planning, tracking and monitoring	Very Good Planning, tracking and monitoring systems are in place to the betterment of children's learning experiences and outcomes. The Principal Teacher ensured there was continuity within the setting by continuing many of the excellent systems the previous Teaching Head Teacher had in place with tracking of Literacy and Maths across the entire curriculum. Staff are able to interrogate data and conduct meaningful pupil progress conversations, looking in detail and analytically to improve outcomes. The Principal Teacher has worked alongside relevant colleagues at Sandwick JHS, especially to the benefit of P1 children and this has helped secure more confidence for our youngest learners.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing	Excellent We are proud of how strong Wellbeing is across our small, multi-composite setting. Children take part in regular H&W lessons as part of our Rights Respecting Schools work and link school values to their everyday life in the setting. Due to small numbers, relationships are very positive and founded on mutual respect. Daily check-ins and Pupil Voice assemblies contribute to this. 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 recognized. Parents are involved in the planning and process of these trips.
Fulfillment of statutory duties	Very Good We comply and actively engage with statutory requirements and take these responsibilities seriously. Staff undergo relevant CPD and training to ensure their knowledge is up-to-date and pertinent. A Care Inspectorate visit to the ELC highlighted this with up-to-date policies and procedures, especially regarding the administration of medication, being seen as strong.
Inclusion and Equality	Very Good There is no PEF allocation for the school however there are measures in place to combat rural isolation and poverty of experience. This holistic approach to inclusion and equality benefits all learners and, through the children running a cruise ship enterprise stall, we raise significant amounts of funding for school trips where enrichment activities can happen. Staff are proactive at applying for funding from partnerships across Shetland as well.

	Children see themselves as national global citizens at Fair Isle Primary School, despite being the most geographically remote primary school in the whole of the U.K. Events such as Children in Need Fundraising and "Toilet Twinning" with latrines in Africa help children appreciate their place in the wider world and how they can contribute to making a difference.
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Quality Indicator 3.2 Attainment and achievement	
Attainment in literacy and numeracy	Very Good Learners make very good progress in Literacy & Numeracy. Small class sizes and personalised learning and assessment means that staff can conduct gap analysis and be thorough when making judgments. Learning Intentions and Success Criteria are on display in every lesson in Literacy and Numeracy so children are aware of their learning targets and can realise progress in every lesson.
Attainment over time	Very Good A robust tracking system exists within Fair Isle with internal monitoring alongside authority-wide SEEMIS data uplifts. Evidence is used to inform teacher judgments. Teaching staff must carry out termly "planning evaluations" which look at pupil's progress and help inform planning in regard to next steps. A multi-composite P1-P7 class with a now consistent teacher enables meaningful relationships to be built year upon year with children and their attainment known to the teacher, who is able to build up a rich picture based on experience across years with individual children.
Overall quality of learners' achievement	Excellent The school empowers children and young people to have a say in their learning experiences and how to improve. The recent introduction of more holistic I.D.L topics, which are child-initiated or child-led have been popular and children report enjoyment. Children take part in "Endeavour" projects in Term 4 of every year. This was piloted by the Principal Teacher upon arrival in 2025 and has continued since. Children are able to complete a self-directed project based around their own curiosity and interests.
Equity for all learners	Very Good Strong evidence that children are applying and increasing their achievements through active participation in the local community: Harvest festival, Children in Need Fundraising, Staged Pantomimes, Designated Beach Clean, Work in partnership with FIBO (Fair Isle Bird Observatory) and Cruise Ship Enterprise stall. All children take part in this and report enjoyment.

Self-Evaluation against ELC Headings

Leadership	5 – Very Good - Staff engage with a range of documents and keep abreast of national documents (Realising the Ambition, SIMOA etc.) - The ELC reopening meant that EYP has rejoining Network Meetings and QIO engagement. - Engaging with council training has led to staff empowerment to change elements within the setting such as display background and making children's work more prominent. - ELC Manager is new and has completed recent induction. - Unique context with one child means spaces and play can be tailored to meet interest and needs.
Children thrive and develop in quality spaces	5 – Very Good - Physical environment supports play and children have richness of choice/selection due to such small numbers. - Staff able to tailor selection of resources and topics taught to suit the needs and interest of the child given such small numbers, e.g. recent topics on construction and machinery. - Setting promotes inclusivity. Children in ELC regularly have opportunities afforded to P1-P7 children such as yoga sessions and trips outwith the setting (Good Shepherd IV boat trip recently) - 1-1 and small group ratios mean that children are always supervised and risk of leaving setting unsupervised is minimal. Staff are not complacent regarding this, however, and operate "eyes-on" mantra at all times.
Children play and learn	5 – Very Good - A recent Care Inspectorate report (November 2025) graded the setting "5" in this area and found "major strengths". An excerpt from the report reads as follows: Children were having fun and were engaged in a range of play opportunities whilst leading their own learning. These included small world play, sensory play at the water tray and creating puppets. As a result, children were engaged in a variety of quality experiences for prolonged periods of time. - Recent conversations between Nursery Manager and EYP alongside implementation of tracking and monitoring systems ensuring that key language, literacy and numeracy skills are being taught and gaps addressed where necessary.
Children are supported to achieve	5 – Very Good - Recent CI inspection in November 2025 gave a grading of 5 and found major strengths. - Transition between home and school is strong with small numbers and personalised element to the relationship. Element of flexibility with pick up/drop off points and adaptations in regard to the weather are taken into consideration. - Clear routines established with handwashing – good hygiene is promoted heavily in the setting by the EYP. - Staff know the children well and are responsive to their cues and requests. - Stay and Play sessions established on a termly basis and are working well within the setting. child also engages with whole-school opportunities such as yoga.

Please self-evaluate each core quality indicator according to:

<u>How Good is Our School 4th Edition</u>	<u>Quality Improvement Framework for ELC</u>
1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent	Level 1: unsatisfactory Level 2: weak Level 3: satisfactory/adequate Level 4: good Level 5: very good Level 6: excellent

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	ELC Self-Evaluation
1.3 Leadership of change	5	Leadership	5
2.3 Learning, teaching and assessment	5	Children thrive and develop in quality spaces	5
3.1 Ensuring wellbeing, equality and inclusion	5	Children play and learn	5
3.2 Raising attainment and achievement	5	Children are supported to achieve	5

School Improvement Plan

2026 - 2027



Factors Influencing the School Improvement Plan

Local authority factors • Children's Services Directorate Plan ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ○ Reduce the number of children and young people affected by poverty; ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning Review • Devolved School Management • Digital Learning and Teaching Strategy	National factors and drivers • Education Reform including Curriculum Improvement • National Improvement Framework • The Scottish Attainment Challenge (PEF/SEF/CECYP fund) • Education Reform • Getting It Right for Every Child • Developing Young Workforce • Reduced Class Contact Time
School factors - School roll will experience a significant increase as of August 2026, with a new family who have two children (P2 and P7) enrolling in the school. There are other crofts on the island that will subsequently become vacant and it is anticipated that families may move into these. - Two P7 children will be on roll next year. This is the first time in three years that P7 children will have transitioned to the Anderson High School. - The EYP is leaving post as of October 2026. A recruitment process has taken place and a preferred candidate identified. A period of induction and training with need to take place. - The Shared Headship model is now operating successfully after a transitional period. A Shared Headteacher has been in post at Sandwick Junior High School and Fair Isle Primary School since November 2025. The Principal Teacher is undertaking Into Headship as of August, recognising the school's unique context and the scope for strategic leadership on the ground.	Local factors - Geographical factors such as remoteness and weather mean that trips to the mainland have to be flexible and provide different enrichment. - Strong partnership working exists within the community and the children are able to take part in activities in collaboration with FIBO (Fair Isle Bird Observatory), FIMRO (Fair Isle Marine Research Organisation) as well as other members of the community who have a wealth of knowledge, especially in regard to personal projects. - Links with Sandwick Junior High School remain strong, as do links with Foula Primary School (similar remote island), especially in the ELC with exceptionally small numbers. - Remoteness of setting makes CPD tricky. By enrolling in the Into Headship course, with Aberdeen University recognising that
UNCRC - Journey Toward Gold: PT to book Gold accreditation for August 2026. Lots of work has taken place within the setting to reestablish rights learning, including class charters, topics of dignity and global citizenship. - Positive school ethos based on our School Vision, Values and Aims and re-establishment of Class Charters. - Fair Isle "On the Map" – Children aware of their place both nationally and globally. We aim to ensure children see and appreciate the uniqueness of their setting by forging further partnerships and embedding our Visions, Values and Aims more widely.	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 no contributions 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.

School Improvement Plan Priorities

Priority 1: To ensure quality and consistent transitions across the school, ELC and beyond.

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome:	Measures:	Resources and Lead Person
One ELC child transitioning from Nursery to P1 in August 2027. A new family arriving in Fair Isle in June 2026 with two children (with one more large croft becoming vacant in October 2026 meaning scope for another new family to arrive). Two children on roll who will be in P7, thus resulting in the school's first transition to AHS (Anderson High School) in three years. Parent feedback from SIP questionnaire.	- ELC child to experience more transition activities with P2-P7 class throughout academic session – minimum x 2 weekly, including assemblies and enrichment activities. - Parents of ELC child will feel comfortable and informed as their child transitions into P1. - Questionnaires and materials to both parents new to the isle and of pupils in P7 show satisfaction with the transition process to Anderson High School and report favourably on activities provided.	- By September 2026, new pupils will have been inducted into the school, with additional parents meetings and communication to ensure a smooth and settled transition. - Collegiate work between Anderson High School and Principal Teacher will begin early in the academic session, with a clear timetable for transition drawn up for parents and pupils. - Further partnership working between Sandwick Junior High School and Fair Isle Primary School to take place to ensure other relevant activities such as trips and residential prepare P7 learners for the world of High School. - Regular documentation from EYP of ELC child's participation in whole-school events. - Questionnaires sent out to parents reflect positivity and confidence regarding the transition process.	Principal Teacher. Shared Head Teacher S1 transition teacher at Anderson High School. EYP. (School travel budget to take into account the number of trips to mainland Shetland).

Monitoring priority progress over time: impact on learners: - Shared Headship and Principal Teacher to monitor progress carefully over time to discuss effectiveness of transition and how induction of new families is working. - Principal Teacher is new to P7/S1 transition within Shetland as an authority so will have constant dialogue with Anderson High School. - Constant dialogue with parents regarding transition. Adjustments will be made where necessary.		
What will success look like? What are the outcomes that we would expect to see in the short / mid and long term? (Adjust timescales as required) - See "measures" box for outcomes. - Confidence for Fair Isle children due to increased opportunities with Anderson High School. - Evidence of enhanced transition for new families, ELC children and P7 children. - Positivity from parents and community members reflected in questionnaires and feedback forms.		
By the end of November, we expect to see - Children of new family settled within the setting with extra parents' meetings taking place to evaluate transition effectiveness. - Timetable of transition activities drawn up and shared. - PT and EYP to meet to discuss ELC child's involvement in whole school activities.	By the end of February, we expect to see - Several enrichment trips to have taken place to mainland Shetland with an emphasis on P7 opportunities in Anderson High School. - Midterm reports and feedback to reference transition and capture parent and pupil voice. - Evidence of ELC child's involvement in P2-P7 activities documented in floor books and personal journeys.	By the end of May we expect to see - Questionnaires conducted with both parents and children to evaluate effectiveness of transition activities. - Extra trips for P7 children planned as enhanced transition as they end their primary school journey.
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		

Priority 2: To ensure staff pedagogy and training is relevant and authentic to our setting and learners. Continuation from previous year? Y/N					
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Shared Headship model working effectively with scope for Principal Teacher to gain further strategic insight given remoteness and way the setting operates. EYP leaving as of October 2026, with new member of staff replacing them within the setting. Increase in hours of ELC child. Engagement with Islands Index and scope for partnership work across similar small settings.	- Successful induction and training of new EYP in October 2026. - New staff member and parents of ELC child report satisfaction with the period of transition. -Engagement with EYP meetings, visits to Sandwick Junior High School's ELC for collegiate working, PT and EYP weekly meetings and authority-wide CPD to ensure that new members of staff are highly-skilled, trained and settled in new role. -PT to begin Into Headship at Aberdeen University in August 2026. Collegiate work and academic study to benefit children in regard to relevant pedagogy.	- A clear record of CPD opportunities undertaken by new EYP. - Quality Assurance Calendars to reflect the diversity of training that will be taking place in the setting during this academic session. - Records of meetings between EYP and PT that highlight induction and successful transition into the setting. - Completion of Island Index work with PT working alongside leaders from other remote settings within Orkney, Shetland and Highland Council.	Principal Teacher. EYP. (Wider authority input into management of new EYP, along with ensuring the demands of Into Headship are balanced alongside committed class teaching).

Monitoring priority progress over time: impact on learners - ELC child and parents are settled and happy with new EYP and feel good relationships have been formed. - EYP has opportunities to engage in training and establish links within and across the Shared Headship model and wider authority. - Benefits of Into Headship model benefit the school from a strategic standpoint.		
What will success look like? - See measures box for outcomes. - Successful new staff partnerships within the school with collegiate working. - Upskilling of staff in regard to pedagogy meaning confidence in classroom practices and management styles.		
By the end of November, we expect to see - New EYP in post within Fair Isle Primary School. - Principal Teacher enrolled on and beginning the Into Headship course. - Quality Assurance Calendars drawn up for the rest of the academic session.	By the end of February, we expect to see - Feedback from ELC parents and pupils regarding new dynamics and relationships within the setting. - Evaluation and assessment of Quality Assurance Calendar with scope for future training opportunities. - Further engagement with Island Index from PT.	By the end of May we expect to see - PRD completed between PT and EYP, looking ahead for future opportunities in the next academic session. - Collegiate visits between Sandwick ELC and Fair Isle ELC to have taken place and to have been well-documented. - Further progress with Into Headship.
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		

Priority 3: To embed and give greater prominence to our Vision, Values and Aims across all aspects of school.					
Continuation from previous year? Y/N					
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
- Positive engagement with Vision, Values and Aims evaluation from both parents and children. - Establishment of Pupil Voice assemblies within the setting with a focus on Vision, Values and Aims that help inform learning opportunities and realise progress. - Evaluation of school documentation alongside Gold Rights Respecting journey in regarding to embedding Vision, Values and Aims across the school community. - New families moving to the island who may need familiarisation with such documentation.	- An overarching document that showcases the unique context of Fair Isle Primary School with the Vision, Values and Aims at its core. - Vision, Values and Aims along with children's rights to be visible on school documentation: policies, letterheads and questionnaires. - A "Welcome Pack" for future families to be created that has these themes running through them to be created. - Scope for a new school website to be looked at or the old "Glow Blogs" format migrating to a new format to ensure the school and our unique context is more visible to a wider audience.	- Parental engagement with new materials and feedback at Parent Council meetings/through questionnaires in regard to new documentation. - Feedback from new families specifically on the welcome they receive and how well they feel Vision, Values and Aims reflect their child's experiences. - Award of Gold: Rights Respecting in August 2026 with feedback and points to work on. - Feedback from children in Pupil Voice assemblies.	Shared HT. PT.

Monitoring priority progress over time: impact on learners - Children are confident in articulating their understanding the Vision, Values and Aims of the school. These are visible and prominent in the setting. - Vision, Values and Aims play a role in all aspects of learning with links included to them in individual lessons. - Children share the school's Vision, Values and Aims with the wider community here in Fair Isle.		
What will success look like? - Children taking pride in their school and its context. - Positive feedback on new documentation as well as website design. - Partnerships working with children exposed to experiences that help them further understand their place in a changing national and global world.		
By the end of November, we expect to see - First draft of the new overarching documents to be shared with Parent Council for consultation and feedback. - Evaluation of school documentation with amended versions being used and in circulation. - Outcome of Gold accreditation received and shared with positives celebrated and next steps integrated into school policy.	By the end of February, we expect to see - Final draft of new overarching document completed, shared and celebrated. - Murals across school revamped and redecorated. - Welcome Packs for new families created and shared.	By the end of May we expect to see - Children to host a "Vision, Values and Aims" open afternoon for the isle community. - Observations and Improvement Visits from Shared Headteacher monitor the way Vision, Values and Aims are being implemented in lessons and having an impact on children's progress. - Questionnaires sent and feedback garnered from parents regarding new documentation and overarching documents.
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		

Item	Detail	HPW Majority of weeks	HPW — supply covering
Teaching P.T duties time 2.5 hour (this to include duties as Nursery Manager).			
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	5 children - twice in the year	6	
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	