



Hamnavoe Primary School

**Standards & Quality Report
2023-24**

and

**School Improvement Plan
2024-25**

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Introduction

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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2023-24. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015), *How Good is Our School? – Part 2* (2022) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Hamnavoe Primary as part of Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to make transitions smoothly, building on prior learning and achievement in a manner appropriate to their individual learning needs. This should ensure that young people are well placed to move to positive destinations on leaving school and entering adult life.

Progress in the areas we planned to develop in our 23/24 School Improvement Plan is outlined in the report and Priorities for 24/25 are detailed. This is very much a working plan and will be added to and adapted as the school year progresses. Progress with the plan is shared with parent council as an agenda item in each quarterly meeting.

Section 2 Context of the School

The Hamnavoe Primary School serves the rural communities of Burra and Trondra. It is a non-denominational Primary School, open to children between the ages of 4 and 12 years old.

The school is led by the Head Teacher, Mrs Helen Robertson and classes are taught by class teachers, Mr Gill, Mrs Mikolajczak, Mrs Hunter, Miss Murphy and Mrs Georgeson. Our Additional Support Needs Teachers are Mrs Robertson, Mrs Holden and Ms Sinclair. A number of specialist teachers visit the school each week to deliver Expressive Arts and Physical Education and three Music Instructors deliver instrument tuition to individuals. We have an excellent support team of three full time Learning Support Workers, and one part time Learning Support Assistant a Play Support Worker and a Supervisory Assistant. The administration of the school is supported by Mrs Sandison.

The school was opened in 1980 and has a distinctive open plan interior. This comprises of four spacious, bright, modern classrooms, a kitchen, a well-furnished library which doubles as a computer suite, ASN room and music classroom, a large gym hall which doubles as a canteen, a reception area and office, Head teachers office (which doubles as a ASN room), a staff room, a music practice room, which doubles as a quiet study area for staff and pupils and a large and a spacious ASN base. Outside there are several garden and wildlife areas, a pond, a tarmac playground, an adventure climbing area, a loose parts play zone, a car park and a multi-court. There are also many large planters where vegetables are grown to eat in school. We also have 4 beautiful murals decorating the main entrance area, which were designed, alongside the Gaada Gallery in celebration of 40 years of Hamnavoe Primary. Our Safe Haven Mural provides a bright and colourful welcome to the school. It was a digital collaborative project with Gaada during the Pandemic. Gaada is a social enterprise Art and Design collaborative based in Burra.

At the time of writing, the roll is 74 pupils in P1-P7. Pupils are taught in four classes. P1-2, P3-4, P5-6 and P6-7. The role has stabilised around the mid 70s now with a spike in 2022 of 86 pupils. We anticipate the role increasing again with high numbers in the local Early Years.

Good links have been forged with a number of other educational agencies and partners in our community and we work closely with them in our efforts to get it right for every child. These include Speech and Language Therapy, Disability Nurse, ASD teacher, Short Breaks and the Educational Psychologist.

We have excellent links with Burra Early Years and we continue to work ever closer with them to ensure smooth transitions for our pupils. We also work very closely with Anderson High School and have a rich transition program for our Primary 7's. Enhanced transition programmes are specially planned for pupils who may benefit from this. Transition in Term 4, 2024 went very well for both our new P1's and our P7's going to secondary school. At the time of writing all pupils are completing their transition days.

The school encourages parents and carers to be involved in the education of their children and has an open door policy. In 2023/24 we engaged parents in our learning through welcome all assemblies, parent and pupil appointments and our Blog. We share photos and news on our school Blog every Friday. Letters, Parent Council, Pupil council and term dates can be found on the Blog. It is a comprehensive guide to all the business of Hamnavoe Primary school. Parents are also welcome to have informal chats with teachers at the start and end of the day. We continue to be very prompt in our responses to parents by telephone or email doing our best to be back in touch on the day

Our school prides itself on our excellent parental participation and relationships. Parents and children are offered an appointment to meet with their class teacher in November and March. They receive an end of year report which is distributed in June. This is a reflection of their progress across the school year with an emphasis on Literacy, Numeracy and Health and Wellbeing.

The school has a regularly updated Blog. <https://blogs.glowscotland.org.uk/sh/hamnavoeprimary/>. The blog contains links to information about our curriculum and many other helpful sites related to Education. It has up-to-date information on the school, Parent Council minutes and letters as well as a Gallery of photos. The Head Teacher adds new updates every Friday, which are signposted through parent emailing. New tabs for the Pupil Council have been added this past year.

The school is very well supported by the Parent Council, which plays a very active role in the school. Family learning is well embedded into the ethos of the school and parents are very involved in their child's learning and we hold a bi-annual family learning event in February each year. Teachers now feel that there is a need to look again at some consistency across the school for Home Learning. This however has not been reflected in our parent questionnaire where most parents did not want more homework.

We have a full calendar of events for all our families, for example, our Family Fun Night is organised in September to welcome our new families into our school community. It involves music, family games and a supper for everyone. It has proved to be very popular with everyone in our school community. Parents got involved in Outdoor projects like installing our raised beds and maintaining the grounds. They have also continued to show their support through fundraising activities. Raising over £11,300 through fund raising and Grant applications. The key focus for the parent and pupil councils in 2024 was to provide reading resources for the school and to support reading. The Phonic Books resource was purchased and 5 parents have volunteered to support reading in our P1-6 classes. This has had great impact.

Attendance has continued to be steady with 94% in 22/23 and 95% in 23/24. This is very good. There is a small group of pupils with below expected attendance but the head teacher is well aware of their circumstances and the school is working with all these families to support them. There has also been an increase in families taking holidays during term time which has effected attendance. We have shared the local Attendance leaflet to all families.

We have encountered significant staffing challenges this year. We began the school year with 0.5 of our teachers remaining the same as the previous year. Temporary staffing arrangements were put in place and when the school year started all posts were covered. Further changes happened in Term 2 with our P1-2 teacher leaving and in Term 3 one of our job share teachers in P3-4 moved on. The Head Teacher re-organised things in Term 3 and took on 2 days of class teaching in P6-7 to stabilise this class. Managing all of this has been very challenging for the Head Teacher, as relief teachers have been in short supply. All this change has been unsettling for the children and the community. However the community continue to back the school with 91% of parents satisfied with the school. The support team has also been affected with absence and 30 days of cover was found internally for our pupils with the most needs. Relief staff again were in very short supply. The Head teacher has provided 30 days of cover for absent teachers and support workers in the past year on top of her teaching commitment.

Hamnavoe Primary School

Our Vision and Values

To create a learning community that shares these common values:

Our Aims

Hamnavoe Primary

A SAFE

H ealthy, happy bairns

A lways active

V ery responsible

E veryone included and respected

N ever giving up, just doing our best!



Revised in 2018/19 following consultation with pupils, staff and the community

Relaunched as part of the Positive Behaviour Policy (Autumn 2023)

Section 3 - Collaboration and Consultation with Stakeholders in Session 2022/23

Self-evaluation feedback 23/24

Date	Type	Quantitative	Feedback	Qualitative sample
June 2024	End of Year Report Feedback Parents		Written comment	<p>"Really delighted to hear that her confidence is growing and that she's participating more in class." P1 parent</p> <p>"I am so proud of my child. Thank you for the detailed report and all the staff for their contributions on her progress. " P2 parent</p> <p>"Really pleased with the report and we have seen improvements in areas of writing, reading and numeracy since Christmas. Thanks to my teacher for his help and hard work." P2 parent</p> <p>"Overall proud of how far he has come. P3 parent</p> <p>"I'm glad to hear that my son is doing good!" P4 parent</p> <p>"Fantastic Report. Very pleased." P3 Parent</p> <p>"Please with my child's report and the difference that some extra support in maths has made for her." P4 Parent</p> <p>"Thanks to everyone for supporting." P5 Parent</p> <p>"... a good report for He will miss HPS. Thank you for having him. " P7 Parent</p> <p>"thank you for all your help and support over the years. You have been fabulous. " P7 parent</p>
June 2024	End of Year Report Feedback Pupils		Written comment	<p>"I like my art and gym best!" P2</p> <p>"I'm happy with My Report! Thank you." P4</p> <p>"I will continue to work hard and try hard to stay calm. " P4</p> <p>"Very happy" P4</p> <p>"I think it was good." P6</p> <p>"I'm looking forwards to P7"</p> <p>"Fine report" P7</p> <p>"I am very pleased with my report. I have enjoyed all of my subjects especially literacy and writing. I also love all of my teachers and I've had a great time at this school. " P7</p> <p>"I had a very good time at Hamnavoe. I'll be sad to leave." P7</p>
Year round 1 week per term	Visitor Evaluations	Agencies	100% Positive	School Nurse "The head teacher knows the pupils so well and takes a keen interest in their welfare and wellbeing."

			<p>Active Schools “Hamnavoe has a high level of engagement in afterschool sports and activities. We are always made welcome and groups are always well organised for us. “</p> <p>Parent Volunteer “I really enjoyed my volunteering as a reading supporter. I have been made to feel like part of the team and feel like I’ve made a difference. “</p> <p>Ed Psych “We have worked with Helen and the team at Hamnavoe across the year. We are involved in several Child Plans and feel that staff at Hamnavoe really work hard to support the wellbeing and needs of their pupils. “</p> <p>Morgan Sindal visitor “We had a brilliant morning in P3-4. They were very attentive and full of information. They were really interested. We loved the grounds and our visit to the school pond!”</p> <p>STEM co-ordinator “I delivered a set of STEM activities to pupils across Hamnavoe. They were great at the group activities and show curiosity in science and an ability in problem solving. “</p> <p>Childsmile “Always welcomed and children are great at interacting. Like to come to Parents Evenings too. “</p> <p>Henry the Horseman roadshow “The response we got at the school and welcome was superb. The children were very welcoming and responsive. ...The children gave us well thought out questions and their answers were surprisingly spot on”</p>
June 2024	Pupil Questionnaire	68 returned	See attached data
June 2024	Staff – questionnaire	12 returned	
June 2024	Parent Questionnaire – how are we	71% return	

Parental Questionnaire Results June 2024

Questions		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child is happy coming to school.	87%		7%		
2	Staff treat my child fairly and with respect	95%		3%		
3	My child feels safe at school.	89%		3%		
4	My child has a trusted adult they can talk to at school. (teacher, support worker, Head Teacher, secretary)	97%		7%		
5	Staff really know my child well	89%		3%		
6	My child receives the help he/she needs to do well	84%		10%		
7	The school supports my child's emotional wellbeing	87%		13%		
8	My child is making good progress at school	83%		13%		
9	The school shares news about the learning of the school and successes of pupils	92%		7%		
10	I receive helpful information about my child's progress eg. Reports, parent evenings, emails	92%		7%		
11	I feel comfortable approaching the school with questions, suggestions and problems	87%		13%		
12	I am satisfied with the quality of teaching in the school	92%		7%		
13	The school is well managed and led	82%		16%		
14	The school encourages children to treat each other with respect	75%		18%		
15	I am kept informed about the work of the Parent Council	79%		16%		
16	My child would benefit from more homework.	32%		68%		
17	The school has good communication with parents	86%		8%		
18	The school deals with incidents of Unkindness and Bullying	46%		37%		
19	Overall, I am satisfied with the school.	91%		8%		

Staff Questionnaire Results June 2024

Questions		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	I find it rewarding to be a member of the Hamnavoe Team	100%				
2	I feel valued as a member of the school's community	100%				
3	I am encouraged to learn and improve	100%				
4	I understand the socio-economic and cultural context of the school	17%	41%	25%	8%	8%
5	I feel appropriately supported by the school to undertake my role	92%				
6	I am supported to undertake professional learning	100%				
7	I have been involved in working on school priorities	42%		50%		
8	Communication within the school is effective	17%		75%		
9	My views are taken into consideration	58%		17%		
10	I understand my responsibilities regarding safe-guarding and child protection	100%				
11	I am aware of the school's values and reflect these in my work	92%		4%		
12	Staff in school treat children fairly and respectfully	92%		8%		
13	Colleagues treat each other with respect	92%		8%		
14	Children are well behaved		8%	92%		
15	Children are encouraged to respect each other	58%		33%		
16	I get feedback if I bring an issue to the attention of the HT	58%		17%		
17	The school deals with incidences of unkindness and bullying	25%		75%		
18	We work well together and support each other	92%				
19	Overall, the school is well led and managed	89%		11%		

Questionnaire Answers from the Children – June 2024

	Never Experienced	Agree	Disagree	Don't Know
I feel safe when I am at school		59%	13%	27%
I have someone in my school I can speak to if I am upset or worried about something		85%	5%	9%
My school helps me to understand and respect other people		95%	0%	5%
I feel comfortable approaching staff with questions or suggestions		85%	7%	7%
Staff help me to understand how I am progressing in my school work		78%	20%	2%
My school deals well with any bullying	28%	37%	35%	
	All of the Time	Some of the time	Not very often	Don't Know
Other Children behave well	75%		24%	1%
I enjoy learning at school	74%		17%	8%
I know who to ask to get help if I find my work too hard	80%	14%	5%	1%
I am encouraged by staff to do the best I can	67%	28%	5%	
I am happy with the quality of teaching in my school – P4 – P7 Pupils only	37%	45%	8%	10%

Section 4 – Evaluated School Improvement Plan from Session 2023/24

EVALUATED June 24 – Improvement Priorities for 2023-24 **Done** **Underway with further embedding needed** **Not Done**

Improvement Priorities for 2023-24 **Done** **Underway with further embedding needed** **Not Done**

Priority 1: Target: Improve Behaviour 3.1 Ensuring Wellbeing Equity and Inclusion

Continuation from 2022/23? Y **Link to COVID-19 recovery Y**

School's current position: 2021/22 was a challenging year at Hamnavoe Primary as we recovered from the effects of the Pandemic. 2022/23 saw improvement in class behaviour but there still was significant challenges in the playground and some continued low level disruption to learning in classrooms. A pupil survey in February 2023 found that 25% of pupils don't feel safe in the playground and 50% of P1-2 weren't feeling safe. Support Staff had also indicated feeling vulnerable in the playground while supervising. The team has remained positive and strong, determined to improve things. Pupil behaviour outside was prioritised at this point and decisions were taken by the school changing the play areas, keeping the older and younger children separate and supervision was increased. Since February there has been a marked improvement and a Positive Behaviour Policy has been drafted, staff have completed their approaches training (August 23). Parents indicated that their children were feeling safe now. (95% in June survey)

Planned Outcome

Everyone will feel safe in school.

How exactly are we going to do it?

- Complete Restorative Approaches training led by Clare Adlington (In-service August 23 – all support staff and teachers)
- Make environmental changes to the playgrounds restricting access to some areas and keeping P1-4 and P5-7 separate.
- Goals in all areas to support safe football – correct size for age groups
- Girls only football
- Special together days for the whole school

Resources and Lead Person

Helen and Claire to lead training
 P6-7 teachers to identify pupils to attend -
 RA ambassadors training – P6-7 class teacher and Helen
 RA cue cards and booklet displayed in all classes – All staff
 Positive behaviour policy launched - Helen
 Together days will involve a teacher volunteering to supervise – rota created – Helen

Monitoring the impact of the priority on learners

- Pupil and parent evaluations Term 4
- Teacher/Staff evaluations June 24
- Parental questionnaire June 24
- Pupil council observations
- Parent council observations

	<ul style="list-style-type: none"> • Use the RA cue cards to facilitate restorative conversations. • Use the communication friendly booklet to support pupils who are struggling to find the words. • Share Draft Positive Behaviour Policy with staff, pupils and parents. • Parental Engagement event on Restorative Approaches – September 23 involving Dr Clare Ardlington Space2face • Train pupils to become RA ambassadors so that pupils can become facilitators – Term 2 • Display the Positive Behaviour Policy on the school Blog 		<p>Evaluation and Evidence This has been a challenge so far. All but 1 teacher who started the initial restorative approaches returned to Hamnavoe PS in August. We arranged a catch up training for new staff but we have a further 3 new teachers since then. Therefore the dates have been put back. Further pupil consultation on Friday 1st December, teacher consultation on 4th December, parent forum groups on 5th December. Launch 10th December. Have also shared to QIO for comment.</p> <p>Parent Council consultation was positive with no significant changes to be made.</p> <p>February 2024 There has been a very positive change in the children. Incidents in the playground have become very infrequent. The HT continues to be the supervisor and minor disagreements between children are dealt with at the</p>
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			<p>time. The playground is now fully mixed again. Children of all ages are mixing up and older pupils are encouraging the younger ones in their play. There are occasional upsets (mostly related to ASN). PIN forms for incident outdoors are significantly reduced. Data from PINS – Health and Safety officer to come with this</p> <p>In a recent survey of parents 89% said their child felt safe at school. In the pupil survey the figure was just 59%. Further work required on this area.</p> <p>A supervisor has now been found for the playground which is making a significant difference to the daily contact the HT has with the staff. Communication is already seeing improvement.</p>
<p>Priority 2: Target: Improve Writing 2.3 Learning, Teaching and Assessment, 2.2 curriculum</p> <p>Continuation from 2022/23? N Link to COVID-19 recovery N</p>			
<p>School's current position</p> <p>In 2022/23 we saw a dip in pupil confidence in writing in the upper stages. The attainment was also a bit down with only 50% of P4 secure in First</p>			

Level in June 23. We are also keen to refresh our writing curriculum for all our teachers and improve their pedagogy related to the teaching of literacy.

Planned Outcome

Our aim is for 75% to be secure in First Level in P5-6 class
 Update February 2024
 We are now aiming for **13/14 pupils in P5/6 to be secure in First Level.**

The whole school aim will be to improve their use of Tools for Writing and increase teacher confidence in this area. Teacher confidence to improve in the delivery and assessment of Tools for Writing. All teachers to move from a 2/3 to a 4/5.

How exactly are we going to do it?

- Teacher survey to determine teacher confidence.
- Primary 5 teacher and the HT will attend the training in Term 3.
- They will work with their learners using the approach and assessment tools provided.
- End of Term 3 P5/6 teacher will share their data from the Writing project in a SD meeting.
- In Term 4 the trained teachers will lead the whole school in the approach sharing their practice.
- Term 4 all classes will use the approach for writing.
- End of Term 4 – whole school evaluation of project.

Resources and Lead Person

**6 twilights and 2 full days training – HT and class teacher (p5-6)
 Dates not published yet**

Whole teaching team

**End of Term 3 SD
 Start of Term 4 SD – all classes will participate in Term 4**

**Feb 24
 Twilight led by Lauren Smith with all teachers focusing on Tools for Writing, approaches and ideas.
 All teachers assessed themselves on teacher confidence in delivering learning on Tools for Writing and assessment of Tools for Writing.
 Team teaching in P56 with Lauren Smith
 P56 teacher to observe teachers in 2 other settings to boost confidence and share practice.
 HT to connect with other teachers around WWR writing using the Talk for Writing approach. Sharing good practice.
 P56 teacher evaluation and judgement of pupil progress in writing in class.**

Monitoring the impact of the priority on learners

- **Weekly data recorded by the pupils and plotted onto the class graph**
- Whole school data collected and discussed SD Term 4

Evaluation and Evidence

**January This training is looking unlikely to take place. I have requested a bespoke training for Hamnavoe as this is on our SIP and is important for our school development.
 Feb 24
 Cypic training rescheduled for August 24 with all Hamnavoe Teachers.
 Bespoke training/team teaching being delivered by Lauren Smith. P56 teacher working with her. Initial observations/assessment are showing a more motivated class who are all producing writing.
 Data for Target group shows**

		<p>Teacher confidence measured. Moderation of texts in Twilight. Purchase visualisers to support the modelling of writing in lessons. £80 x 4 Purchase 4 headset for speech to text work</p>	<p>improvement. 77% of P5/6 now secure in First Level Tools for Writing. Teacher confidence to be measured after Term 1 24/25 Moderation of standards for writing took place in May. This built teacher confidence as they worked together with the benchmarks sharing their assessment of writing. Moderated work added to Achievement of a Level folders. Programme of CPD agreed starting on August 12th 2024. (see new plan)</p>
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Priority 3 Target: Improving Transition from Early Years into Primary 1 2.6 Transitions 2.7 Partnerships

Continuation from 2022/23? N Link to COVID-19 recovery N

School's current position:

We have a programme of transition agreed with the Early Years in Burra. Staff visit the ELC, ELC staff and pupils visit the school with this being a weekly session for the whole of Term 4. Floor books and care plans are shared with school staff. This being said it is important for this to be consistent. In recent years we have found that a number of pupils starting school could have benefitted from more transition work so that they made a better transition into P1.

Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>All pupils will make a positive transition into primary 1</p>	<ul style="list-style-type: none"> • Collate our good practice working in partnership with the ELC team - Meet in Term 3 Decide what is missing, would make a difference • ELC to track progress on a template that can be shared at transition to P1. Could be SEAL for Numeracy. Highland Literacy for Literacy. • Draft a policy for both the school and ELC on what our transition work looks like and what pupils, parents and staff can expect – August 24 • Share with parents • Work through in Term 4 and evaluate what worked, what needs to be different • Post on the Blog 	<p>1 after school meeting between ELC lead practitioner, HT, ASN teacher and class teacher</p> <p>HT at Hamnavoe to draft plan and share to senior practitioner</p>	<ul style="list-style-type: none"> • P1 parental questionnaire/survey in August 2024 – September 24 • Observations from early years staff <p>Evaluation and Evidence</p> <p>Some relationship building between our new P1-2 teacher and our working together will take place in Term 3. HT to cover class while P1-2 teacher visits ELC setting.</p> <p>February 24 ELC transition dates shared to parents. Registration letters home 02/02/24</p> <p>May 24 Meeting with ELC to be help in May to start conversation about developing tracking through Early Level. Helen to instigate so that</p>

			<p>this can start as a pilot in August 24. Support from Central Officer Lauren Smith. Agreed to use SEAL planners, share Developmental Overviews and provide HPS with “professional judgement” data about where learners are in Early Level for Literacy. Highland Progression to be used and Benchmarks. Vhairi working on this.</p>
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Priority 4: Target: To ensure we have the best environment possible for our learners
 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress

Continuation from 2022/23? N Link to COVID-19 recovery Y

School’s current position

In our Team Improvement Visit it was agreed that an environmental audit across the school and decluttering of some areas would help develop a clear rationale for the design and use of spaces. This would support play pedagogy and nurture.

<p>Planned Outcome To improve the learning environment for all learners</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> • Circle environment audit of whole school • Declutter classrooms • Declutter cupboards of resources/games • Declutter open areas • Create nurture spaces in our classrooms 	<p>Resources and Lead Person</p> <ul style="list-style-type: none"> • All teachers – participate in de-clutter In-service August 2023 • Janitorial staff- for dumping and re-organising • CIRCLE environmental review – HT and pupil council – 	<p>Monitoring the impact of the priority on learners</p> <ul style="list-style-type: none"> • Pupil feedback – pupil council • Teacher feedback – very positive
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		<ul style="list-style-type: none"> • Parental involvement in de-cluttering nights for Library and foyer resources • October in-service – resource boxes in Resources room to be sorted 	<p>Evaluation and Evidence</p> <p>Teacher and pupil feedback on the impact of this action has been positive. Pupil Council report that they like their comfy areas. At a cost of £90 we now have sofas in all classes and bookcases. Much of this has been donated. Fidgets, colouring books, card games, high level interest books are in place in classrooms too.</p> <p>All classes are providing opportunities for play. This continues to evolve. P3/4 and P5/6 teachers worked through the Circle checklist for their learning environments. They worked together to set some targets. There is still further work needed and potentially support for the Central team regarding regulation and play. The resources room has now been made into a nice, quiet space for learning. It has been sorted out and is now much more user friendly.</p> <p>February 24</p> <p>All the pin boards in the foyer have been painted in a soothing light blue.</p> <p>April 24</p> <p>The Head Teachers office has been painted in the same neutral tones making it a more calm place for pupils to be. Playworker has been employed. Kate Hookham training for new playworker was excellent. Built confidence and provided ideas for the future – next steps purchase materials and resources. Employ PSW with PEF. (see new plan)</p> <p>Staff Room has food preparation area now to</p>
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			support wellbeing of staff. (sink area to be improved next)
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24	Carry forward from 2022/23: To some extent
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Project/intervention: Raise attainment in Numeracy and Literacy

What data/evidence informs this?

Numeracy

Our gap has been measured using Gloss Assessments of Numeracy, SNSA data for P2,4 and 7, and then SEAL assessments to place individuals. Individuals were identified for small group work in basic numeracy concepts. Tracking data tells us that 14% of learners in P7 are yet to achieve First Level and that 22% of P5-6 pupils are below track in numeracy. The Gloss assessments supported this data as did the P7 SNSA. The P7 SNSA provided a comprehensive report for the targeted individuals.

Literacy

Our Gap has been measured using the SWST, SNSA data for P2, P4 and P7. ACEL teacher judgement data is always considered as is the folio of evidence. We found that 8 pupils were not on track in their spelling/phonics learning in the P567 group.

Interventions for Equity | Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot) (highlight the interventions that apply)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

<p>Planned Outcome</p> <ul style="list-style-type: none"> For the numeracy group to complete the green targets by December 23. All pupils to move up on the Gloss scale. For the Spelling recovery group to all improve their spelling, seen in weekly spelling tests and an improved Spelling Age in December 23. 	<p>Details of project/intervention: 2 Term Project</p> <ul style="list-style-type: none"> Active maths session following the suggested pathway for numeric learning using the SEAL approach, 2 sessions per week Pupils all on individual pathways but practicing together in a small group led by the teacher and then supported in class by the LSA ad class teacher Spelling recovery groups using Code Cracker, led by the ASN teacher and supported by the LSA SWST tests in December 23 Feb 24 – not done Gloss Assessments December 23 June 24 – in progress SEAL trackers with detailed and dated assessment of progress Weekly spelling tests to monitor progress. Homework every week for spelling – Family learning Home activities for Numeracy group – Family learning 	<p>Resources and Lead Person PEF Funding secure – LSA in place until December 2023 – 14 hours per week HT/ASN teacher to lead numeracy and spelling groups</p>	<p>Measures of impact on learners <i>State how monitoring will take place and by whom.</i> Monitored through assessments suggested by the class teacher and ASN teacher, SEAL tracker is important for this</p> <p>Issues with behaviour in P56 has meant that we needed to prioritise supporting these learners within their classes. The ASN teacher has ensured that the PEF targets have been prioritised and we are on target for meeting this. Class teachers have been creative around supporting learners who are needing support. (red on Seemis) ALL SEAL pupils are secure on Green Level and now on yellow level – 2 inputs per week beyond class support. P7 pupil now back in class maths group and working within Second Level. Both P7 pupils achieved First Level. ALL spelling pupils are getting above 70% on weekly spelling tests and showing improved</p>
<p>Teaching and Learning</p>			
<p>Leadership</p>			
<p>Family and Community</p>			

		<p><i>touch typing, ICT skills and confidence around spelling. Regular conversations about dyslexia, neurodiversity are helpful and empowering for learners.</i></p> <p><i>Feb 24</i></p> <p><i>Change of ASN teacher. Helen now teaching P6/7 Monday Tuesday.</i></p> <p><i>May 24</i></p> <p><i>HT continues to support pupils with SEBD through paired work, Lego Labs and some individual sessions. Play worker engaged with most distressed learners and encouraging play across the school.</i></p> <p><i>SEF funding</i></p> <p><i>Supporting SEBD pupils to manage in classes and regulate in class or in resource base.</i></p> <p><i>June SWST, GLOSS, SNSA for P1 and P4</i></p> <p><i>SNSA shows all but 2 P4's on or above track in reading. The targeted group for Spelling/Phonics now only has 6 pupils. 2 have moved to the middle group. All pupils are now successfully using ICT to</i></p>
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		<p><i>check spelling and their writing with this facility is on track. All P6/7 pupils are confident in Dictate and P5's are being exposed to this. All pupils in P7 have achieved Second Level literacy. This is with all the ICT tools they need to use. 4 are still identified as below average spellers. (weekly spelling tests and self reflection. SWST data to be added)</i></p>
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Section 5 - Improvement Priorities and Plan for 2024-25

Factors Influencing the 2024/2025 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • 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
<p>School factors</p> <ul style="list-style-type: none"> • Improvement in attainment in literacy and numeracy • Changes in staffing means that staff need up-skilling in several areas e.g. Safety Intervention 	<p>School factors</p> <ul style="list-style-type: none"> • Moderation activities need to increase to ensure teacher judgements • Class progress trackers need to be consistently used across the school

<ul style="list-style-type: none"> • Self-evaluation for Curriculum • Lower school roll • Head teacher working as ASN teacher too or as class teacher • Changes in class composites • Reduction in ASN support staff • Reduction in ASN teacher time • Addition of Play support worker • Reduced operating budget • Head Teacher is currently doing supervision of the upper stages playground every day as we have been unable to recruit to this post • Confidence in school management has gone down lightly • Confidence in school communication systems has reduced significantly 	<ul style="list-style-type: none"> • Pupil Council meeting to become part of our termly business • HWB tracker wheel use needs consolidation • Pupil behaviour has improved but can still be challenging • Pupil resilience is improving • Parental engagement is fair • Positive Behaviour Policy and Restorative Approaches to conflict to be further embedded • Over 35% of pupils at Hamnavoe have a recorded AS need. • Parental engagement/support with the Positive Behaviour policy needed • Target pupils with a gap in their attainment <p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Remove any barriers related to the cost of the school day
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Priorities, Drivers and HGIOS Outcomes 24/25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: Improving Attainment in Writing and Teaching writing 2.3 Learning Teaching and Assessment Continuation from 2023/24? Y				
<p>Data/evidence that informs this priority:</p> <p>ACEL Data – June 2024 Early Level – 62.5% First Level – 84.6% Second Level – 100%</p> <p>Progress and Achievement Data – June 2024 60% of Primary 3 children are on track for their age and stage</p> <p>67% of Primary 6 children are on track for their age and stage</p>	<p>Planned Outcome</p> <p>Stretch Aim: By June 2025: 70% of Primary 4 children will achieve First Level Writing. All children will progress in their writing.</p> <p>100% of Primary 7 children will achieve Second Level Writing.</p> <p>Staff will have increased knowledge and confidence in quality improvement by June 2025.</p> <p>Staff will have increased knowledge and confidence in teaching tools for writing and awarding of a level.</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> • All teachers from Hamnavoe primary will join Cohort 4 of the National Improving Writing Programme. • Use data to inform stretch aims and teaching aims. • Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom. • Gather pupil voice throughout (qualitative feedback). • Use a run chart to gather data over time. • Share practice. • Visit colleague’s classrooms to observe how others implement the writing bundle. • Regular tracking and monitoring meetings between the senior leadership team and class teachers. • Writing moderation. • Create quality improvement poster. 	<p>Resources and Lead Person</p> <p>Head Teacher</p> <p>All Class Teachers</p> <p>Local Leads of the National Improving Writing Programme</p> <p>£240 Visualisers for classrooms</p>	<p>Monitoring the impact of the priority on learners</p> <ul style="list-style-type: none"> • ACEL/progress and achievement tracking and monitoring data. • Pupil voice (qualitative feedback) • Staff voice (qualitative feedback) • Classroom observation feedback • SLT feedback • Educational Psychologist feedback

Cohort 4 – National Improving Writing Programme Draft Dates

Date	Time	Location	Purpose
Wednesday 22nd May 2024	1545-1645	MS Teams (online)	Pre-programme induction
Monday 12 th August 2024	1130-1700	TBC. (in person)	Initial full day
Wednesday 21 st August 2024	1545-1745	MS Teams (online)	Twilight 1
Wednesday 4 th September 2024	1545-1745	MS Teams (online)	Twilight 2
Wednesday 18 th September 2024	1545-1745	MS Teams (online)	Twilight 3
Wednesday 2 nd October 2024	1545-1745	MS Teams (online)	Twilight 4
Wednesday 30 th October 2024	1545-1745	MS Teams (online)	Twilight 5
Wednesday 27 th November 2024	1545-1745	MS Teams (online)	Twilight 6
Monday 6 th January 2025	TBC	TBC. (in person)	Re-connect Day

Priority 2: Bullying, Positive Behaviour and Relationships Includes PEF Continuation from 2023/24? N				
<p>Data/evidence that informs this priority:</p> <p>19 Incidences of physical and verbal abuse of staff in 23/24</p> <p>16 Incidences of absconding</p> <p>92% of staff disagree or strongly disagree that pupils are well behaved</p> <p>75% of staff and 37% of parents disagree or strongly disagree that the school deals with incidences of unkindness and bullying</p> <p>59% of pupils felt safe at school</p> <p>35% of pupils didn't feel the school deals with bullying</p> <p>8% of pupils are finding it challenging to manage to stay in class and behave positively</p>	<p>Planned Outcome</p> <p>Stretch Aim:</p> <p>By June 2025:</p> <p>Relationships will be improved with pupils and parents</p> <p>Improved engagement with learning and attendance of lessons</p> <p>Incidences of physical and verbal abuse of staff is reduced</p> <p>More staff will feel that pupils behave well</p> <p>Staff, pupil and parent confidence in the school to resolve bullying will increase.</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> • All staff will continue to record incidences of abuse on Assure • Safety Intervention Training LSWs and PSW August 12th 2024 • Restorative Approaches • Positive Behaviour and Relationships Policy promotion • Gather pupil voice throughout the year (forum style) about bullying, relationships and behaviour • Anti-bullying campaign to run in Week 3 of Term 1 including Pupil Led assembly • Short questionnaire on theme for all in December 2024 • Family Learning night presentations will focus on Positive Relationships • Relationships Matter Twilight – Term 1 1 hour – All staff • All staff to do E-Learning Module Self-reflection tool Children in Scotland Building Good Relationships Term 2 15 minutes • Implement “nurture classroom environment: non-negotiables checklist” - all teachers • Professional reading – offered to all staff for CDP – see links • PACE training for whole team LSWs and Teachers. October in-service 	<p>Resources and Lead Person</p> <p>Head Teacher</p> <p>All Class Teachers</p> <p>£10,000 PEF</p> <p>10 hours of PSW at F1</p> <p>8 Top Tips for Using Dan Hughes' PACE in the Classroom with Pupils Who Have a Lived Experience of Trauma and Unmet Attachment Needs - +ProActive Approaches</p> <p>Promoting Positive Relationships and Behaviourin</p>	<p>Monitoring the impact of the priority on learners</p> <ul style="list-style-type: none"> • Termly observations with a focus on relationships and nurturing environment – Class teachers visit each other and provide feedback and ideas • Regular tracking and monitoring meetings between the senior leadership team and class teachers will highlight children with SEBD • Staff evaluations of training • December pupil focus group • Termly Pupil Council • Feedback from other Stakeholders – Police, SW, Community leaders, Youth workers

		<ul style="list-style-type: none"> • Create anti-bullying posters – Term 1 P3-7 • Encourage all staff to engage with Trauma Informed Practice training. CPD • Use PEF funding to employ Play Support Worker to provide alternative provision for pupils with SEBD – 10 hours per week £8595 • PEF fund LSW for 5 hours per week August to December £2405 to support and run Nurture groups for identified children across the school 4 sessions per week. This will back fill a Nurture confident LSW who will deliver sessions. • Consider SEF application to support work between our school and the Hamnavoe Youth Café to support young people • Use Youth/Community worker as link person with pupils and parents • Offer training to parents Free Solihul on-line • Consider case study in Whiteinch, Glasgow where a Family Support Worker was employed 	<p>Educational Settings</p> <p>Blocked Care in Education (epinsight.com)</p> <p>Solihull Online resources for parents and carers My child Parentzone Scotland Education Scotland</p> <p>Online courses for emotional health and wellbeing (inourplace.co.uk)</p>	
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Section 6 Standard and Quality Report for 2023/24

Leadership of Change (QI 1.3)

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

Developing a shared vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

Our Safe Haven values continues to be relevant to the context of our school. These values are displayed widely and revisited in our Friday assemblies, The Secret Star Badge celebrates pupils who have demonstrated the values. This is an ideal opportunity to revisit them. All pupils know the values well. They are reflected in the school's newly adopted Positive Behaviour Policy. This has been well received and the consistent messages within it support improvements in behaviour in the school. Better behaviour in school continues to be an aspiration for Hamnavoe but we are aware that there is still work to be done with pupils with Social, Emotional and Behaviour difficulties. 95% of children felt that the school supported them to respect others. 8% of children regularly show challenging behaviour.

The school is very well supported by the community. An example of this is the fantastic fundraising that the school community has done for the school in the past year. Over £11000 has been fundraised. This has funded school trips and school equipment. We have positive links with the community police officer and she has joined with the HT to deliver an assembly on anti-social behaviour as this was an issue in our community. We took the decision to make our February Parental Engagement event a bi-annual occasion as we were finding it increasingly difficult to find enough volunteers to run this successfully.

Playground behaviour has improved continually across the year. Measures put in place, following pupil engagement, have been relaxed and all pupils are playing together again with the exception of the Multi-court which is P3 and up. This has always been the case. The full grounds are used and children enjoy lots of imaginary play, loose parts and games. There has been very positive friendships forged across the school and our little ones feel safe. All of P1-2 shared that they feel safe in school. Staffing of playground supervision has been very challenging this year with no one in this post since November. This has meant that the HT has managed all the supervision of all children, including those with additional support needs herself. There has been a significant reduction in playground incidents since the beginning of term. This has coincided with the adoption of the Positive Behaviour Policy and Restorative approaches to any acts of unkindness. Most incidents are dealt with on the day. Mature, senior pupils have also played a huge part in helping make our playground a happy environment. 89% of parents shared that their child feels safe at school.

Pupils are very interested in the sea and we also run weekly workshops on rope work and net mending, accessing local expertise. We are innovative in our use of ICT to support learning for example coding, Clicker 8 and Dictate for improving writing and motivating learners in their writing. Pupils enjoy Education City which we subscribe to. Creativity is evident in lots of play across the school. Eg.

P1-2 block play, fish box forts (loose parts outdoors) Box play, Partnership with Emma Chittick and DYW. P6-7 represented the school at the Celebrating STEM event where they showcased their Marble Runs. P7 also attended a DYW event focused on local careers linked to STEM. Links with Eleanor Hutcheon (STEM Outreach Co-ordinator) has also worked across the school developing pupil skills in coding, robotics and problem solving. We have also developed our staff capacity in outdoor learning by inviting Kate Hookham to work with our P3-4 and Play Support Worker. Workshops on woodwork, ropes, dens and on the beach developed resilience and staff confidence in running these group sessions. Pupils loved these opportunities and we have plans to extend our outdoor learning offer next year. In a recent survey 74% of pupils shared that they enjoyed learning in school. We recognise that we need to consider how we can achieve an even higher enjoyment rate.

Our strengths are well understood across our school community and professional dialogue is a strong feature of the work of the school. All staff feel that they are encouraged to undertake professional learning and another two support workers have just completed their Professional Development qualification. (PDA). Data and evidence is used, as well as qualitative information from more informal conversations and connections. The SIP is displayed in the staff room and ticked off throughout the year. This is a helpful aid-memoire for professional dialogue in the staff room. Every quarter the Head Teacher updates the Parent Council on SIP developments. This is a permanent agenda item. The Parent Council has been keen to support reading and 6 parent volunteers have worked with teachers across the school all year. Fund raising by the Parent Council has supported the purchase of a full range of Phonic Reading books. These are proving very popular and are a much easier starting point for emergent readers. They are also in-line with recent thinking regarding approaches to the teaching of reading. The literacy co-ordinator was involved in the discussions around the purchase of this resource.

The pace of change has been effectively managed. The school has seen significant changes in staffing in the past 3 years with several temporary teachers, and, teachers being seconded into Head Teacher and Central Officer Roles. The school has had 5 new teachers in 23/24. New staff say they have felt welcomed and supported. They have been guided in their understanding of the schools values and the direction of travel. A new teachers guide to Hamnavoe was created to support new teachers as communication with previous teachers was not possible. We have also employed, for the first time, a Play Support Worker. We have used Pupil Equity Fund and Shetland Equity Fund to support learning and wellbeing. The small change projects that these funds have supported have helped us to meet the needs of pupils with ASN or those not On Track. Pupils and staff have shown resilience to change.

Communication has been very challenging as the Head Teacher has rarely managed to be in the staff room due to playground supervision priorities. There is also an increased number of temporary and part-time staff. In a recent staff survey 75% of staff felt that communication needed to improve. This has been taken on board by the Head Teacher and steps are being taken to address this which include a new supervisor for 3 days per week, weekly ASN bulletin, Termly whole staff meetings to be scheduled and a weekly news bulletin. Communication within the school team was a strength of the school until this year.

Talk for Writing has been sustained across 6 years now with moderation activities completed. There is strong evidence that almost all pupils are making progress in their writing with 85% of P4 pupils now at First Level and 100% of P7s at Second Level. A Strategic

Equity Funded Learning Support Worker for 6 days has helped us to get a further 5 children on track with their writing. P56 and their teacher worked closely with the Literacy Co-ordinator, Miss Smith, to develop tools for supporting writing. All pupils in this groups saw improvement in their writing progress across Term 3. Pupils have also become more independent in their use of Dictate. We have moved away from our familiar stories for Talk for Writing and applied the tools and ideas to IDL writing. This was particularly effective for writing linked the WW2 where pupils used story maps to plan their evacuee letters and reports. In September a meeting about Early Level approaches to literacy was really well received. Miss Smith met with a keen group of P1 parents and took them through Drawing Club and how this guides children in their development of writing. She also introduced them to how we teach phonics and use play pedagogy. The workshop was well received and timed. This will become a permanent feature of our Early Years transition work.

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

Posters of the Hamnavoe Safe Haven

Observations in classrooms

Data is shared with teachers and discussed during Staff Development sessions.

Safe Haven – Mural completed October 2021

Parental verbal feedback

Parental Pupil and Staff Survey

Records of Staff training

Parent Council minutes

Moderated Talk for Writing work

Working Time Agreement

Staff Development programme

Calendar of Assessment

Quality Improvement Officer visits

Pupil council minutes

Gloss Assessment across 7 years

SNSA feedback

Self-evaluation questionnaires for all stakeholders

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

Safety Intervention Training for all staff who manage pupils with challenging behaviour – August 2024 booked

Develop links with STEM co-ordinator further to build further STEM and Creativity opportunities into our curriculum

Purchase Outdoor Learning Equipment and timetable activities to improve our curriculum

Improve Communication for Staff

Find a Supervisor for the playground

Cypic National Writing Project started in May 2024 to improve writing

Improve pupil engagement and enjoyment

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

Learning, teaching and assessment (QI 2.3)

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

Learning and Engagement, Quality of Teaching, Effective use of Assessment and Planning Tracking and Monitoring

The school is well resourced. Pupils have access to ICT, and use it effectively. Clicker 8 is improving outcomes for many writers and is used in the ASN base with our most complex learners. Pupils can also use dictate technology. There is always an emphasis on this in Term 4 as our P7's prepare to transition to the Anderson. The school blog is updated every week with learning from all classes. Our next step for this will be for pupils to take ownership of this and be more involved in our Blog.

Spaces in the school are very well utilised. A Circle Environmental Audit and the TIV (April 24) identified a need to improve the environment. With little cost this has been done and all areas are de-cluttered, resources and better organised and labelled, classrooms have nurturing spaces and play equipment. This has significantly improved the environment for everyone. Given that all almost all of our teachers are new to the school this year this has been very valuable in supporting them to know where resources are and what we have.

Pupils are engaged in their learning and also all children feel they get the right amount of challenge. 85% of pupils felt that their work was hard enough and 94% of pupils knew who to get help from with their work. Learning is differentiated for learners so that they can progress and feel success. Almost all pupils are resilient and work well in small groups and in teams. This has been observed in classes and commented on by visitors. Examples of this are the Viking ICT research done by P34 and the Marble Run challenge completed by P67. Able pupils are also challenged with some Third Level targets for writing. Their Pupil learning is individualised when required and differentiation is a strength. Our teachers work really hard to try and meet the needs of all. There is continuous consultation and team work with the ASN teachers. A short consultation time with LSW's provides a very short weekly opportunity to share observations. This is not long enough. This has been raised with the local authority but no solution to this was reached. Pupils receive support in class and in groups in the break out spaces across the school. A few children currently benefit from an individualised timetable in the ASN Base and their classroom. The ASN base provides a quiet, safe place where sensory activities and regulation can take place. 15 children use the support base on a regular basis.

Trips to the Shetland countryside enhance the curriculum. In summer 2024 we visited our local coastline, Michael's Wood, the Lifeboat, the Fisheries College, the pier, the beach, the cinema and museum to name a few. All pupils shared that they enjoyed visitors and going on visits. Outdoor learning plays an important part of learning at Hamnavoe. Our P67 groups went on Outdoor days and did bouldering, cliff walking and bog jumping. This built their resilience and supported their confidence as they prepared for the Anderson High School. We have also enjoyed a Shetland Folk Festival concert which was outside in the bright sunshine and 4 performances in the School's Music Festival. As part of implementing play pedagogy into P567 pupils had a weekly trip to the stony beach nearby.

They were able to express their learning in their play and were observed creating a junk samba band, making babies out of stones and playing out scenes from WW2.

Learning criteria are displayed and reflected on in almost all lessons. This has been observed by the Head Teacher in almost all observations. In writing lessons in term 3 all lessons had the learning criteria and success criteria displayed or printed on worksheets. The success criteria are motivators for success and pupils use these as a check list. P7 have all achieved Second Level writing and checklists to support the expected standards have been very helpful. Last year pupils identified that they would like more opportunities for their own pupil led projects. This has been addressed and pupils are all given choice in elements of their learning. For example pupils in P56 learned about the Gloup disaster. They were encouraged to display their learning using any medium. Pupils in other classes wrote their own questions eg. P3-4's decided what we want to know about the Vikings. 82% of pupils in P4-7 said that they were happy with the quality of teaching in the school and 92% of parents.

There is a calendar for Planning, Tracking, Monitoring and Reporting. This is well established. Work related to this is agreed during Working Time Agreement negotiations. This will be published in August 2024.

The Achievement Folders contain Wider Achievement certificates and work that pupils and teachers have selected as their best or most enjoyed. The school regularly celebrates achievement beyond the school. Children are encouraged to share their achievements in assemblies and in class. Teachers know pupils very well and take a great interest in their lives beyond the school. 89% of parents felt that the school knew their child well. This folder follows pupils from P1 to P7 and are presented to pupils as they leave P7. In addition to this teachers keep a slim folder of evidence to support the awarding of a level. This continues to be a challenge for teachers as is it on-going across the year. This activity needs inclusion in the Assessment Calendar of activities. For example this will happen in Week 7 in Term 2 and Term 4.

There are clear structures in place for ASN paperwork. IEPs, Child Plans are created and reviewed collaboratively with pupils, parents and partners. Activities in the ASN base are child-led. Sensory needs are understood and advice is taken on board from the learning disability nurse and ASD teacher. We work closely with the Outreach team and value their expertise when we are planning next steps for learners and considering further assessment. It has been noted that communication around actions coming from reviews needs to be shared to all support staff.

Pupils enjoy Inter-disciplinary Learning. Growing, WW2, Energy, Human Body have all been popular. Working in the garden is rewarding for our pupils. A number of children who struggle with traditional learning shine in this environment. Assessments for IDL were a local authority development focus in Term 1 and 2. Our teacher's trialled assessments and worked collaboratively on developing these. A wide range of assessments are used across the school. These are timely and support planning and inform teachers are points of transition. This has not been embedded into our practice yet but is an aspiration. Our PEF and SEF funding has been used to support pupils who face additional challenges.

Most pupils have opportunities to mark their own work according to success criteria evident in writing jotters in P3-4, P5-6 and P6-7.

Self-marking is encouraged in P67. This has given pupils ownership of their learning and they strive to improve. Peer assessment continues to be an area we could develop more. Pupils continue to say that they want more say in what they learn.

Attendance is now back to over 95%. In May there were 8 pupils with below the expected levels for attendance. The HT has a deep understanding of the reasons for their attendance and steps are in place to support them. The SIC attendance leaflet was shared to parents early in 23/24 to support attendance. Families are taking children out of school more and more for holidays. We recognise that for some families this is necessary given the socio-economic climate of our community.

Relationships continue to be a strength of the school however this has been tested during the past year. Our restorative approaches to managing conflict has supported both children and staff to sustain and restore relationships. All staff have now completed this training and new staff have had a short refresher. Almost everyone has indicated that they feel more equipped to support learners to resolve minor disagreements. It was accepted that bullying behaviour needed intervention by the Head Teacher. These actions are all part of the school Positive Behaviour Policy. Bully and acts of unkindness continue to be prevalent in our school community. 37% of parents and pupils and 75% of staff felt that the school doesn't effectively deal with bullying. This will be addressed in our SIP 24/25.

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

Observations

Samples of work

Achievement Folders

Pupil engagement observations

Reports on progress on Seemis

Assessment data including Teacher Judgements, SNSA, Gloss, SWST, Achievement folders

Assessment Calendar

Parental, Pupil and Staff questionnaires

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

Monitor behaviour and continue to promote the Positive Behaviour policy

Revisit the Local Guidelines for Bullying

Ensure consistent use of Tracking Folders – Achievement of a Level

Re-visit IDL assessment

More pupil choice

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

Wellbeing, Fulfilment of statutory duties, Inclusion and equality, Equity for all learners

Staff understand the importance of their role in supporting the Health and Wellbeing of all learners. Concerns are passed on to the HT and are recorded in pastoral notes by the HT. We keep a Safe Guarding Register of Training and posters regarding safe guarding and child protection are displayed around the school. All staff know their responsibilities regarding safe guarding.

The Zones of Regulation are well embedded and used with regularity across all classes. If staff are concerned about pupil health they raise any concerns immediately. A whole school refresher on the Zones of Regulation was led by the Educational Psychologist team. The focus was very much on prevention and ensuring pupils were regulated to learn. It was a good opportunity to refresh our ideas but also flagged up that there was a need for further training to support very distressed learners who were struggling to stay in classes, behave appropriately and trust adults. Staff expressed that challenging behaviour was stressful and was a concern for them. This came across in the staff survey. The PACE approach has been identified as a resource to explore next year. This will be part of the whole school training offer in 24/25. Safety Intervention Training will be updated for all support staff in August 2024 as this had lapsed. Consideration is being given regarding the role of the Play Support Worker and how we can work in partnership with Community and Youth services. Work on Brain Health in P67 was interesting for pupils and encouraged lots of sharing around dementia, brain injury and other neurological conditions.

Healthy relationships with our parents is a strength of the school. 92% of parents felt almost all children show consideration for others and demonstrate positive behaviour and relationships. To support restorative conversations a pictorial guide for restorative justice is used across the whole school to support resolution of conflict. This continues to be a very supportive tool and pupils anticipate its use. Larger group restorative conversations are harder to manage however challenging behaviour in the multi-court has been sorted out following a restorative conversation where a resolution was reached. Some pupils are struggling with their behaviour and respect for others due to their own poor self-esteem. The talking tool has had impact and pupils who are harmers (name calling, swearing, absconding, acts of unkindness) have taken responsibility for their behaviour, been part of planning the consequences and restoring relationships.

Communication with parents is a strength. Following parental feedback we now have had 2 parent appointments this year – November and March – and will share an End of Year report in June. Parents felt that they were kept very well informed about their child's

progress. 92% said the school shares learning and success with us. It was interesting to find that 68% of parents did not want any more homework. Parents felt that the pupil led event didn't meet their needs and they wanted a face to face conversation with the teacher. We encouraged pupils to attend the appointments and to share their work with parents. This went well with a full turn out of parents and a significant number of pupils. Everyone felt that this model worked well. We share news of successes and class learning each week on our school blog. Information about all aspects of Hamnavoe Primary can be found there. Recently families moving into the area have shared that they have been following what happens at Hamnavoe with interest. We ensure that barriers to participation are removed. We provide bikes, swim wear, winter coats, wellies and trainers for anyone who needs them. We also provide a very cheap healthy tuckshop and all afterschool activities are free. All our clubs are inclusive and there are no barriers to participation. We signpost parenting classes like the Incredible Years and have good communication with health professionals for our most vulnerable learners. Recently the school nurse shared ..." The Head Teacher knows all the pupils very well. She cares about their welfare and general health." Our PEF fund helps us bridge the gap in literacy and numeracy. All pupils targeted for additional support have made progress. These pupils are also supported with ICT tools and maths tools so that they can be included in class. We celebrate diversity and have shared and discussed the Embrace film about neurodiversity in Shetland. Stereotypes are challenged and differences are celebrated. The RSHP lessons on this provide great questions which encourage discussion. Senior classes have studied Judaism and Islam as part of RME.

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

GIRFEC reviews

Observations of inclusion from TIV

Actions taken to support equality

School Values

Ethos in school

Wellbeing check-ins

Zones of regulation

IEPs and in school targets

Involvement of Outreach services and Social Work

Visitor questionnaires

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

PACE training

Ensure Zones is consistent across all classes

Safety Intervention Training

Further promotion of the Positive Behaviour Policy with special emphasis on relationships

Implement What a Nurturing Classroom needs consistency across school

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

Raising attainment and achievement (QI 3.2)

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

Attainment in literacy and numeracy, Attainment over time, Overall quality of learner's achievement

We are confident that our children are making good progress in literacy, English, numeracy and mathematics. Tracking conversations take place termly to monitor children's attainment over time. Tracking folders or Achievement of a Level folders have been recently introduced to develop a more consistent approach to monitoring children's progress across literacy and numeracy in the school. These must be updated regularly by teachers and used as working documents. Teachers make effective use of assessments to support their decisions around formation of groups, choice of resources and support needed. The introduction of Phonic Books and the accompanying resources have had a positive impact with all pupils in P1 using reading books now and those who were emergent readers are becoming independent readers. Teachers submit termly overviews on the 3rd Monday of each term. These are shared with parents on the school blog and progress with the targets are discussed at the 2 parent evenings and shared in the end of year report.

All learners in P1 are making the expected progress for their age in literacy and numeracy. Play pedagogy alongside Gregg Botrill Drawing club have supported progress in the Early Level. This is based on teacher judgement. SNSA data supports this. With all but 2 pupils at the expected level. All pupils have made lots of progress on the Phonological Awareness tracker. 63% are competent in all 12 areas. Tracking of the early level has been identified as a development area for us and the Burra Early Years. We have shared that word boundaries could be practiced through games and activities. We hope that this will impact on the initial assessment in P1 for 24/25. The local ELC are not part of Hamnavoe Primary and we are working together to develop some tracking tools that can be passed on. Teachers feel that there is a lot of assessment needed at the start of P1 which could be partly avoided with more tracking information being shared regarding progress in the early level. The developmental overviews are helpful but are more HWB focused. A positive start on this has been made.

Almost all learners in P4 are making the expected progress for their age with some above track in Literacy and Numeracy. Additional input with a LSW funded by SEF has ensured that 3 primary 4s have achieved first level writing and reading. This input also supported a P3 to get on track in writing and for some P4's to improve in their confidence of reading non-fiction. Colourful Semantics and the use of Success Criteria in writing have been impactful. Active learning across all classes in Maths has seen improvements in attainment.

All learners in P7 are now making the expected progress for their age in literacy and almost all in Numeracy. Again additional PEF and SEF funding using targeted interventions have had very positive results. Teachers have suggested that we use this model with our learners in 24/25.

Teacher confidence to improve Tools for Writing has increased following a Twilight session with the literacy co-ordinator and an in-school group moderation activity in Term 3. All teachers from Hamnavoe Primary will be participating in Cohort 4 of the National Writing Improvement project. Writing is a strength of the school and this will add to how successful our writers are, increase teacher confidence further, support teacher understanding of how to use data and quality improvement tools with the children.

We have seen a steady improvement in our attainment overtime showing a recovery following the pandemic and consistency in teaching approaches. Pupil resilience and attainment have also caught up to pre-covid levels.

Children's achievements are celebrated weekly at assembly and recorded in the children's achievement folder. Children with additional support needs are developing life skills through visits to shops, school trips and café visits. They are supported to participate in class trips and their independence skills are built on by taking regular walks in the local community. They use visuals to share their likes and dislikes and make choices. All pupils are included in school trips and the support needed is put in place.

Children are also engaging in community activities and events which help them demonstrate their skills. For example all pupils in P567 ran enterprising stalls at the school coffee morning raising more than £400 with their enterprising ideas. £150 was donated to charities of the pupils' choice. Children participate in extra-curricular clubs in sport, science and knitting. Registers of attendance are kept. This data is collated by Active Schools. To identify who isn't accessing clubs it would be helpful to keep this information on a spreadsheet going forwards. However we know our children and try to encourage those who don't go to things to take part or at least have a go. The Climate Club has been a new innovation for 23/24. Run by enthusiastic parents a small group of students have been engaged in a range of STEM activities including a trip to the Peat Restoration Project and a visit from an expert in flying machines. They have shown great enthusiasm for the club and their learning has come through in their thoughts and ideas that they share in class.

Pupil Equity Funding is used for targeted support for children identified beyond the Free School Meal (FSM) measure. The Head Teacher is very aware of the socio-economic context of children and families. Almost all staff feel that they understand our local context. There are a variety of strategies in place to support children and families and measures to mitigate costs of the school day.

Pupils use My World of Work to consider their attributes and skills. This opens up conversations about possible jobs for the future. Visits to the North Atlantic Fisheries College, the Wind Farm and Fishing boats have all informed senior pupils about the training and employment opportunities within our community.

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

ACEL data

Parental feedback

Pupil feedback

Authority feedback and challenge
Wider Achievement and Star Badge records
Assessment information
Teacher judgements
Northern Alliance Numeracy Progression and Highland Literacy Progression
SEAL Maths trackers
Moderated writing examples
Pupil evaluations
Out of School Activity registers

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

Targeted interventions for pupils who are not on track – Small group blocks of 6 sessions
PACE interventions for SEBD pupils from October
PEF funded Play Support Worker – see SIP 24/25
Spread Sheet of Participation in Wider Achievement school activities Admin
Look into accredited ASDAN Wider Achievement awards for pupils with ASN – ASN Teacher

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

Section 7

Working Time Agreement Session 24/25

Working Time agreement for:	Hamnavoe Primary School	
School Session:	2024/25	
<p>The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added.</p>		
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Essential School Activities		
Reporting to Parents, Profiling and Tracking Achievements	Writing reports, adding to achievement folders, adding to evidence folders, preparing for parent meetings	45
Planning Assessment and Moderation	Planning for learning, moderation as a school and with colleagues, planning assessments	45
Liaison/consultation between teachers, management and support staff, staff meetings, GIRFEC	Discussions regarding ASN, resources, consultation with other stakeholders and professionals	40

Parents evenings and events	Parental engagement evenings, parent appointments, concerts, fundraisers and open nights, preparing for parent nights	20
Staff development time	Staff and group development meetings – 14 planned meetings of 1.5 hours	24
Staff Development & Review Cycle	PRD Meeting plus associated preparation, upkeep of My GTCs, Preparation for professional update	10
Time left for other activities	Contingency	5
Total		185
Collegiate time remaining for development tasks		
School Improvement Plan Tasks	Extra time allocated for tasks to address priorities on School Improvement plan – reading, research, creating documents ...	10
Total		
Total	Total collegiate time allocated	195

Section 7
Collegiate Agreement
Agreed with Teaching Team on Monday 2nd September 2024