

Lunnasting Primary School

Standards & Quality Report

2023 - 2024

and

School Improvement Plan

2024 - 2025

Introduction

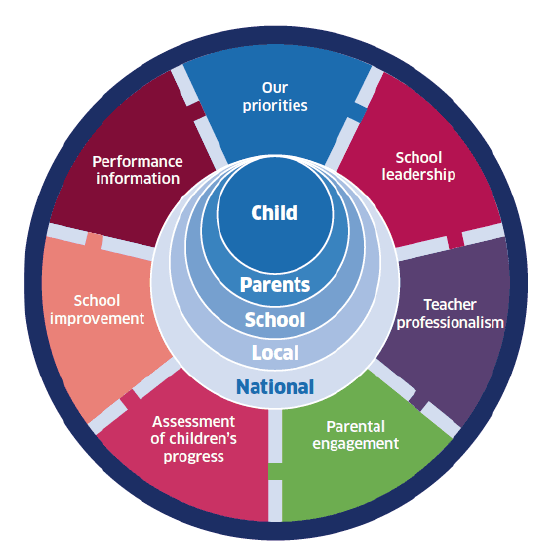
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

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

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



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

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

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| Who? | When? | How? | What did we find out?  *(bullet points on key themes)* |
| Staff | Monthly  Ongoing  June | Staff meetings  Informal discussions  PRDs, Staff Audit | Areas of strengths – Staff feel:   * There are close working relationships between staff * Strong community link in and out with the school   Some staff noted that areas for development are:   * Learners should have more opportunity to play * Topic planners and trackers need to be developed * Learners need to have more opportunity to be involved in the planning and reflection of their learning. |
| Children and young people | Termly  Ongoing  June | Pupil Council Meetings  Informal Discussions,  Pupil Council Suggestion wall,  Pupil Audit | In the school audit, almost all of the children were happy with most aspects of school life.  Areas of strengths - Learners feel:   * They enjoy learning and are making good progress * They feel safe, are treated fairly, listened to and are respected. * They are supported in their learning and know how to improve * The teachers and staff * Friday Fun, Daily Mile, play areas, the garden and Da Dark Den are strengths of the school   Areas for improvement – Learners feel:   * There could be more play areas and resources * A designated football area so that nobody gets hurt by the ball * We could grow more around the school * In the canteen, the tables are specifically for classes and not mixed tables. |
| Parent and Carers | Termly  November  Ongoing  June | Parent Council Meetings  Parent Meetings  Suggestions box  Parent/Carer Audit | Parent/carers are overall happy with the school.  Areas of strength – Parents/Carers feel:   * Their child enjoys learning and is well supported. * Staff know their child well and adapt learning for them. Staff are helpful. * Their child is safe and treated fairly * The school asks for views and takes them into consideration * There is a high level of parent and community involvement with the school   Areas for improvement – Parent/Carers feel:   * More dialect work should be included * More outdoor learning * Staffing changes have been inconsistent for children |
| Community and other stakeholders | March  May  Ongoing  March  Termly  Weekly | Active Schools feedback  Supply Staff feedback  Playground improvements  Community event  Stay & Play U5s and Early Years  Friday Fun | The Active Schools representative reported excellent participation from children in the area .  ‘Have enjoyed being able to be at Lunnasting now and then. You have a super school, lovely bairns and a great staff.’  ‘The Garden Gang’ sub group have been fundraising and have now purchased new play equipment for the garden.  Family Fun Community Night – High number of the community attending .  Huge engagement from the U5 community group in the school gym hall. Supports engagement with new families and supports transition into the Early Years.  Engagement from local community to deliver skill based activities, for example knitting, cooking, music and crafts. |

Standards & Quality Report

2023-24

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

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| **NIF PRIORITIES**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in attainment, particularly in literacy and numeracy  *(highlight as appropriate)* | **NIF DRIVERS**  School and ELC leadership  Teacher and practitioner professionalism  Parent/carer involvement and engagement  Curriculum and assessment  School and ELC improvement  Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children’s progress  3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning |

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| **Priority 1:**  To use ‘Circle’ strategies to improve inclusion. | | | |
| **What were our outcomes?**  By June 2024, all learners will be safe, happy, achieving, nurtured, active, respected, responsible and included. | **What did we do?**   * All staff completed Education Scotland’s ‘CIRCLE’ training to support inclusion. * Completed CIRCLE Inclusive classroom scale which highlighted areas of the environment that needed de-cluttering * Hired skips to get rid of outdated and unused resources * Used Leuven Scale of engagement and observations to identify learners who needed more support * Use of termly SHANARRI self-assessment wheels, completed by the children. * Changes to the indoor environment lay-out * Created ‘Da Dark Den’ for sensory needs * Installed an acoustic pod | **What was the impact on learners?**   * All learners shared in the pupil audit that they feel safe in school * All parent/carers shared in the audit that their child feels safe and is treated fairly. * Almost all learners highlighted in the SHANARRI self-assessment that they feel safe, happy, achieving, nurtured, active, respected, responsible and included. * A recent TIV highlighted that most children engaged with their learning * ‘Before and after’ pictures document (attached) demonstrates the improvements to the school environment. The TIV observed the positive impact on creating a more inclusive learning and social environment for all of the children. * Learners have stated that the acoustic pod is an area that helps them focus. * Learners often ask to make use of the acoustic pod whilst working. * Learners fed back that the school was tidy and had useful spaces for quiet working. Some learners stated that they would like to see more areas for quiet working. * Recent CIRCLE assessment of the environment highlighted the improvements made since Term 1 | **What are the next steps and how do you plan to evidence the impact of further actions required**?   * Continue to use the Leuven Scale of Engagement during classroom observations * Continue to use the SHANARRI self-assessment wheel to evaluate inclusion * Frequent review of resources and the environmental lay out to support learning. * Twice yearly CIRCLE assessment across the 4 areas to continue |

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| **Priority 2:** To improve attainment in writing through participation in National Improving Writing Programme cohort 3. | | | |
| **What were our outcomes?**  By January 2024, 82% of Primary 4 and 5 will have achieved First Level Writing  (baseline 75% September 2023)  By June 2024, 83% of P3 pupils will be on track for their age and stage in writing.  (Baseline 50%) | **What did we do?**   * 2 staff members took part in Cohort 3 training, 2 in person and 6 twilights * Both classes took part * Daily Write programme embedded in teaching, 3 days a week. * Measured and evaluated run charts over time * Implemented the full writing bundle * Gathered learners’ views on daily writing * Created a quality improvement poster. * Created measurable stretch aim. * Created measurable teaching aims aligned to Pareto. | **What was the impact on learners?**   * Pupil voice: ‘I enjoy the daily write and seeing the run chart.’ * Staff voice: ‘There was real progress in writing aims.’ * ACEL data shows that 83% of P3 pupils are on track for their age and stage in writing * QI posters highlight journey, impact and learning. * Run charts demonstrate pupil improvement gains and journey. * See poster attached | **What are the next steps and how do you plan to evidence the impact of further actions required?**   * Aim to spread the programme across the school by 1 other teacher joining Cohort 4 * Continue to implement the daily write in Term 1 and 3. |

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| **Priority 3:** To develop a play environment. | | | |
| **What were our outcomes?**  By June 2024, all learners have access to well organised play equipment which stimulates play. | **What did we do?**   * Employed a Play Support Worker * Re-structured our environment and * Re-organised resources. * Created set areas in our environment for role play, fine motor, skill-based games * The support worker visited another setting to observe and gain insight from an established Play Support Worker. * Clearly labelled our play equipment * Asked the children which play areas they would like * Created a set area for block play | **What was the impact on learners?**   * In a recent audit, learners stated that they enjoyed going to the play area * Learners have engaged with staff by suggesting play resources they would like * Staff observed that learners are engaged with play * Parents have given feedback that states their child has enjoyed free flow play at school | **What are the next steps and how do you plan to evidence the impact of further actions required**?   * Play will continue to be part of the school’s day-to-day running * Staff will undertake training to develop confidence in embedding play, ensuring challenge and recording and observing learning progression |

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| **Priority 4:** To develop numeracy through play opportunities | | | |
| **What were our outcomes?**  To raise attainment in almost all learners in numeracy. | **What did we do?**   * Staff attended numeracy training ‘Supporting Early Mathematical Development’ x 3 * Made additions to the environment to include numeric print * Moved crockery and plates to an accessible place so that children can count the correct amount needed * Matching number to dot patterns on toy storage * Using Numicon to state how much of each snack to take * Not using universal dotted pattern to challenge numeracy * Day to day language and questioning used frequently during play eg ‘I wonder if you could get more sand in there?’ * Recording heights based on children curiosity * Learning about the speed of animals based on children curiosity * Number lines going vertically in bathrooms to assist with counting whilst washing hands * Using language to encourage curiosity and wonder * Encouraging children to problem solve * Foundations of counting training led to the creation of a ‘Number board’ * Children counting plates and problem solving to get enough ready for snack | **What was the impact on learners?**   * Pre-schoolers confidence with adding * Mathematical language increased – observation of child using ‘add’ when playing * Children gaining confidence in counting based on the washing hands number line * Children retaining numbers | **What are the next steps and how do you plan to evidence the impact of further actions required**?   * Staff will need further training on Number Library to enhance Foundations of Counting training * Observations * Floor books * Learning stories * Tracking and monitoring |

Pupil Equity Fund Reporting, *2023/24*

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| **Project/intervention:** To target intervention of the social and emotional needs of selected children.  **What was your gap?** Reflection on the SHANARRI wellbeing web suggests that some children would benefit from nurture. Staff knowledge and external agencies input identifies benefits from lots of one-one-one activities to increase their self-esteem**.** | | |
| **Planned Outcome**  100% of target group will improve their rating in each indicator of SHANARRI by June 2024.  Staff will report an improvement in selected self-esteem.  Enhance numeracy skills by ensuring at least 50% of the target group are on track. | | **Measures of impact on learners**  *.*   * *Staff observations – children developing self-esteem* * *Positive impact highlighted externally.* * *Feedback from parents* * *SHANARRI self-assessment wheel highlighted higher-ratings* |
| **Teaching and Learning** |  |
| **Leadership** |  |
| **Family and Community** | **√** |

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

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

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| **HGIOS 4** | **School Self-Evaluation** | **HGIOELCC** | **School Self-Evaluation** |
| 1.3 Leadership of change | Good | 1.3 Leadership of change | Good |
| 2.3 Learning, teaching and assessment | Satisfactory | 2.3 Learning, teaching and assessment | Satisfactory |
| 3.1 Ensuring wellbeing, equality and inclusion | Good | 3.1 Ensuring well-being, equality and inclusion | Good |
| 3.2 Raising attainment and achievement | Good | 3.2 Securing children’s progress | Good |

School Improvement Plan

*2024-25*

## Factors Influencing the 2024/25 School Improvement Plan

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| **Local authority factors**   * Excellence and Equity for Shetlands’ learners * Children’s Services, Recovery and Renewal Plan * Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting * SIC Strategy for Parental Involvement 2022 | **National factors and drivers**   * Curriculum for Excellence * Realising the Ambition * National Improvement Framework * The Scottish Attainment Challenge * Education Reform and Empowerment * Getting It Right for Every Child * Developing Young Workforce * Digital Learning and Teaching Strategy * The Equity Audit * “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021 |
| School factors  * New staff * Staff, parent and pupil audits * Team Improvement Visit and Quality Assurance visits * Self-evaluation from 2023/2024 | **Local factors**   * Cluster improvement priority agreed |
| UNCRC  * UNCRC will be at the heart of the refresh of the Vision, Values and Aims * Children will be educated on rights of the child and will be able to explain what these are * Children and staff will be able to refer to the UNCRC throughout teaching and learning | **Tacking Inequalities, Poverty Proofing and Cost of the School Day**   * Every child has access to digital devices * A swap shop operates for school uniforms * School Fund raising will be kept to a minimum and sensitive planning for such events |

**Pupil Equity Fund – Planning and Reporting**

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| **PEF Allocation *2024/25 - £1080*** | | | | |
| **Project/intervention:** Targeted intervention to support emotional wellbeing for selected children.  **What data/evidence informs this? (what is your gap?)** Staff observation, informal conversations and SHANARRI wellbeing webs to increase self-esteem and resilience. | | | | |
| **Planned Outcome**  *These should be expressed in terms of* ***impact on pupils*** *and, where, appropriate, impact on staff, parents and carers****.*** *This should identify what you want to improve, for who, by how much and by when*   * 100% of target group will engage with nurture activities * 100% of target group will have developed their emotional wellbeing | | **Details of project/intervention:**  *Bullet points with actions.*   * Targeted interventions, such as nurture * Subscriptions to specific apps, resources and programs to support emotional wellbeing * Play opportunities to support HWB | **Resources and Lead Person**   * Head Teacher * Class Teacher * Support staff | **Measures of impact on learners**  *State how monitoring will take place and by whom.*   * Feedback from learners, staff and parents * Observation from staff * Conversations with children * SHANARRI wellbeing webs |
| **Teaching and Learning** |  |
| **Leadership** |  |
| **Family and Community** | **√** |

**Improvement Priorities for *2024-25***

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| **Priority 1: Refresh school vision, values & aims**  **Continuation from *2023/24*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  Highlighted in TIV that Children, staff and families are not aware of current Vision, Values and Aims of Lunnasting Primary School | **Planned Outcome**   * By June 2025 at least 75% of learners will know and understand the school’s vision, values and aims (Baseline: June 2024, 0%) * By June 2025, 100% staff will know and understand the school’s vision, values and aims (Baseline: June 2024, 14%) | **How exactly are we going to do it?**   * By October 2024, consult with children, staff and families to highlight areas that are most important to them in order to inform the refreshed vision, values and aims * By January 2025, create an eye-catching and easy to read resources with the school’s refreshed vision, values and aims * By January 2025, embed the school values into the Lunnasting Call-out * Ensure vision, values and aims are part of day-to-day conversations with children, staff and visitors * Ensure vision, values and aims are embedded in teaching and learning | **Resources and Lead Person**  Head Teacher  Class Teachers  Pupil Voice | **Monitoring the impact of the priority on learners**   * Pupil feedback * Staff observations and feedback * Family feedback * Increased use of Vision, Values and Aims terminology |

**Improvement Priorities for *2024-25***

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| **Priority 2: Cluster Priority to focus on Learning, Teaching and Assessment Cycle**  **Continuation from *2023/24*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  All schools across the cluster have self-evaluated as satisfactory across the majority of areas in the LTA cycle. | **Planned Outcome**  In line with schools across the cluster, by June 2025, the Learning, Teaching and Assessment Cycle with be quality assured and self-evaluated as good across all departments, which will evidence that pupils have access to higher quality learning, teaching and assessment. | **How exactly are we going to do it?**  Eight Focus Visits Across the Cluster will provide opportunities to work collegiately to self-evaluate, quality assure and improve the four themes of Shetland Island’s Council Standard for Learning Teaching and Assessment. This will allow time to moderate, share good practice, and develop consistent approaches across the cluster. | **Resources and Lead Person**  Each school will coordinate a Focus Day, with BHS coordinate three – 1 focus day in term 1 and 2, and 2 focus days in terms 3 and 4 | **Monitoring the impact of the priority on learners**   * Monitored by Head Teachers across the cluster * Feedback from staff * Self evaluation * Moderation between staff |

**Improvement Priorities for *2024-25***

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| **Priority 3: To ensure high quality play opportunities from Primary 1 – 3.**  **Continuation from *2023/24*? Y/N** | | | | |
| **Data/evidence that informs this priority:**  Staff audit highlighted that there was not enough child-led play throughout the week in P1 – 3. | **Planned Outcome**  By June 2025, 100% of pupils from Early Years to Primary 3, will have the opportunity for protected child-led play weekly.  By June 2025, staff’s confidence to facilitate play to help pupils achieve will have increased. | **How exactly are we going to do it?**   * Collaboration with Play Support worker and teaching staff to allow for sharing of termly guides and targets at the start of every term * Collaboration between Play Support worker and teaching staff to allow for sharing observations and contributing to progression documents termly * Staff training opportunities (Oct in-service and ongoing training opportunities) * Staff change play opportunities weekly * Observation sheets created by the end of Term 1 * Record of learning experiences created by the end of Term 1 | **Resources and Lead Person**  Support Worker (Play)  P1 – 3 Class Teacher  Head Teacher | **Monitoring the impact of the priority on learners**   * Feedback from learners and staff * Staff feedback from training and skill development * Observations |

Lunnasting Primary School Working Time Agreement *2024-25*

**Thirty-five-hour working week made up of:**

**22.5 hours maximum class contact time**;

**7.5 hours preparation and correction time**.

**5 hours per week ‘Collegiate Time’ negotiated in the WTA**. **(39x5hrs = 195 hrs)**

Each member of staff has an individual WTA, as most work part time.

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| **Staff Meetings** | Agendas set from matters arising | 10 x 1hr | 10 hrs |
| **Curriculum Development** | Derived from improvement plan | 17 X 1hr | 17 hrs |
| **Monitoring and tracking** | November / March / May | 3 x 1hr | 3 hrs |
| **Moderation** | October / May | 2 x 1hr | 2 hrs |
| **Review of school development** | Review improvement plan and future needs of school | 2 x 1hr | 2 hrs |
| **Termly guides and updating tracker documents** |  | 1 x 4hrs  4 x 2hrs | 4 hrs  8 hrs |
| **Meetings to support pupils** | Consultation amongst staff  And Reviews | Throughout year  2 x 2 x 1hr | 4 hrs  4 hrs |
| **Preparation of reports** | 4 Terms (1hr/pupil/term)  1 end of year (1½hr/ pupil) | 4 terms x 16 pupils X 1hr  1½ hr x 16 pupils | 64 hrs  24 hrs |
| **Parents Meetings** | Appointment times in November (& prep)  Open day in June (& prep) | 16 X 15mins + 1¼ h  1 hr | 5.5 hrs  1 hr |
| **Review and development** | Review own development and future needs | 1 X 1hr | 1 hr |
| **Northmainland cluster meetings** | 1 / term | 4 x 3 hrs | 12 hrs |
| **Flexibility** | Concerts, fundraisers etc |  | 33.5 hrs |
|  |  | **TOTAL** | 195 hrs |