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Nesting Primary School

Standards & Quality Report

2024-2025

and

School Improvement Plan

2025-2026



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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 2024/25. 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 current National Improvement Drivers are:

* School and ELC Leadership
* Teacher and Practitioner Professionalism
* Parent / Carer Involvement and Engagement
* Curriculum and Assessment
* School and ELC Improvement
* Performance Information

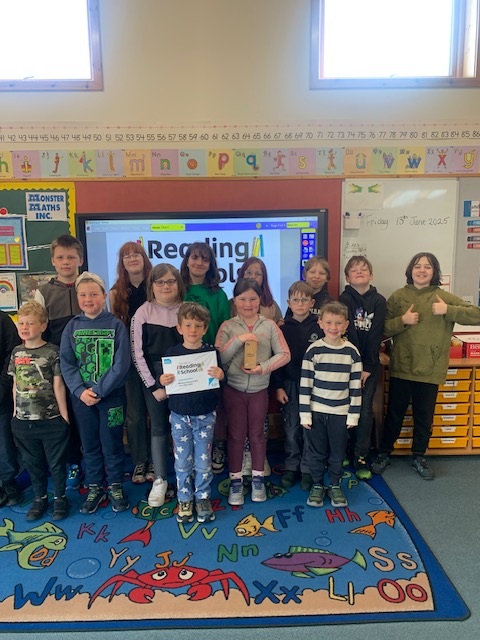
**Collaboration and consultation with our stakeholders in session 2024/25**

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

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| Who? | When? | How? | What did we find out?  *(bullet points on key themes)* |
| Staff | Ongoing  May 2025 | Discussions – informally and formally  Staff questionnaire | 83% of our staff completed the questionnaire.  All staff strongly agreed and agreed that:   * Staff communication is effective * Staff are treated fairly and with respect * Support for pupils with ASN is effective * Staff are supported in their role * Staff are listened to and views are taken into account * Staff enjoy coming to work * Overall, staff are happy with the school.   Areas for development:   * Topic planners and trackers need to be developed * Our play opportunities need to be updated |
| Children and young people | Termly  Ongoing  May 2025  June 2025 | Pupil Council Meetings  Informal discussions  Pupil questionnaire  SHANARRI indicator self-evaluations | 100% of our learners completed the questionnaire  All Children agreed:   * + They enjoy learning at school and feel they are making good progress   + They feel safe in school, are treated fairly and with respect, and can get help from staff when they need it   + Teachers will tell children how well they are doing and how they can improve   + Staff encourage positive behaviour, listen to the children and give children help when they need it.   The learners did not identify anything specific they would like to improve about their school. |
| Parent and Carers | Termly  Ongoing  May 2025 | Parent Council Meetings  Informal Discussions  Parent/Carer  questionnaire | All parents are welcome on the Parent Council and we have very good participation at these meetings.  The school has an ‘open door policy’ and parents regularly drop in. We have parents volunteering with skills based learning and have discussions at other school events. Parents are also the main drivers at helping with the upkeep of our school grounds.  83% parents completed the questionnaire.  All parents strongly agreed/agree:   * + Their child feels safe at school and is treated fairly   + They can contact the school with any concerns   + The school knows their child and supports them well   + Their child’s achievements in and out of school are recognised   + Their child enjoys learning at school, they are progressing well and that school helps them to be more confident   + Overall, parents are happy with the school and feel it is well led   Some parents commented that they feel the school would be improved through more permanent positions, ie Head Teacher and Class/ASN teacher, if there was an Early Years setting, if there were more opportunities for parents to be involved in their children’s learning, such as visits through the school day.  Areas for development:   * + The school needs to ensure all parents and children are well informed about the progress of the child’s learning.   + School should ensure more opportunity for parents to express their views.   + School could share IDL learning with home clearly   Some parental quotes:  “There is a lovely family feel. The children have such a close bond.”  ‘’Friendly and happy learning environment.”  “Excellent, dedicated teaching and support staff.”  “School caters to individual pupils well.”  “Kind, friendly ‘family’ atmosphere.”  “It is the perfect environment for learning and thriving.”  “Rich school environment…We have so much to be grateful for!” |
| Community and other stakeholders | September, December, June  Various times throughout academic year  Weekly | School community events  Visits from Jarl squads, STEM co-ordinators, Active School Co-ordinators, CDCN etc.  Under 5s group | High engagement from parents/carers, families and wider community. Well attended and positive feedback received. |

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Standards & Quality Report

2024-25

**Progress made with the Priorities from our 2024-25 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:  Embedding specific and robust rights and responsibilities education into our core learning.** | | | |
| **What were our outcomes?**  • Children learn rights from the charter  • Children learn responsibilities directly related to each right  • Learn why being responsible is important and how our behaviour can affect others. | **What did we do?**   * Staff training about UNCRC * Taught children about needs and wants * Taught children specific articles from the charter * Linked to responsibilities for each article * Linked to our vision, values and aims * UNCRC articles wall display and class visual timetables * Promoted rights and responsibilities within school and community (Voar Redd Up, etc) * Demonstrated how this is the core of SHANARRI. | **What was the impact on learners?**   * Children have been observed to refer to the wall display and use it in their discussions. This has changed since Term 2, with more reference being made to their rights. * All children were asked if they had learned about new rights, 100% felt they knew more rights than this time last year. | **What are the next steps and how do you plan to evidence the impact of further actions required**?  Embedding UNCRC into the school will be ongoing. We will continue to use SHANARRI web indicators to ensure children’s wellbeing is paramount and lessons will continue to be linked to UNCRC articles. |

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| **Priority 2:  Enhancing play provision to develop science skills, outcomes and enquiry** | | | |
| **What were our outcomes?**  Build on progress made with PSW and make better use of science resources with specific goal to develop science skills and knowledge through play.  • increased use of scientific skills and processes  • increased use of scientific vocabulary  • confidence in creating and explaining hypotheses | **What did we do?**   * Organised science resources for easy access and for planning. * Due to changes in staff this year (Head Teacher and Support Worker for Play), this priority was not fully met. We had no Support Worker (Play) for 13 weeks in Term 3. A new member of staff took on this post in Term 4, however the priority has been with building relationships and getting well established in the school. | **What was the impact on learners?**  Resources have been more organised, labelled and easier for the children and staff to find.  Resources that the school need have been identified. | **What are the next steps and how do you plan to evidence the impact of further actions required?**  We will continue to have a review of our resources and organise them accordingly. The priority for our school, is for the new Support Worker (Play) to revamp our play structure and environment. |

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| **Priority 3:  Scottish Book Trust Reading School Accreditation** | | | |
| **What were our outcomes?**  Increase in pupil motivation, skills and enjoyment, which will lead to higher attainment in all areas of the curriculum, particularly literacy. | **What did we do?**   * Continued training for the library monitors and provide longer periods of time for pupils to become immersed in reading * Followed goals from online audit to reach accreditation * Developed reading displays to link with current learning | **What was the impact on learners?**   * Observations highlight that learners are engaged and motivated by reading for enjoyment. * Impact has been highlighted through quotes and photos (Spreadsheet attached) | **What are the next steps and how do you plan to evidence the impact of further actions required**?  Learners will continue to get protected time for library and reading for enjoyment. Staff will continue to read to children and ensure there are opportunities to speak about what has/is being read. The reading ethos is well embedded. |

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| **Project/intervention:**  School trips and subscriptions (Toe By Toe, Nessy and Sumdog)  **What was your gap?**  Cost of living crisis, as well as identified vulnerable families. Closing the attainment gap. | | |
| **Planned Outcome**   * Improve pupil health and wellbeing * Increase engagement in learning in and out of school * Improve attendance * Support for vulnerable families * Targeted support for ASN children | | **Measures of impact on learners**  *.*   * The subscriptions have once again proven to be very valuable. They have contributed not only to strong attainment levels but also to increased motivation. Children are encouraged to enhance their skills in order to advance on the online platforms. There remains a high level of engagement, and NESSY is particularly effective in targeting specific skills that support our learners’ progress in reading and spelling. * Our trips have boosted the children’s confidence. They’ve had the chance to share new experiences and engage with learning outside the school environment. Meeting new people and interacting with them more confidently is especially important for children coming from a small school setting. These active experiences, many of which are new to them, have sparked a desire to repeat similar activities or explore new ones. * Attendance currently sits at 4/5 of learners have higher than 90% attendance rate. |
| **Teaching and Learning** | **x** |
| **Leadership** |  |
| **Family and Community** | **x** |

Pupil Equity Fund Reporting, *2024/25*

**Self-Evaluation Against Key Quality Indicators**

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| **Quality Indicator 1.3 Leadership of Change** | |
| Developing a shared vision, values and aims relevant to the school and its community | We have a clear and inclusive vision developed in collaboration with learners. We will continue to embed the school vision to underpin all aspects of school life. Staff, learners, families and the wider school community are committed to working together for all learners to achieve their full potential. We continue to have pupils at the heart of decision making in Nesting Primary School. |
| Strategic planning for continuous improvement | Our School Improvement plan has been devised from feedback and evaluations of the learners, staff and parents; therefore, everyone feels a commitment to the improvement of the school. We have linked it to our local Standard for Learning, Teaching and Assessment and the National Improvement Framework. We will ensure that staff, children and school stakeholders are clear on the direction of the school through easy-to-read overviews. |
| Implementing improvement and change | There is a strong culture of leadership across our school community. Learners, staff and families take a role in implementing improvements and changes. Pupil and Parent Councils collaborate to ensure improvements. Staff are reflective and work well together to lead change. All staff show confidence in leading changes in the school. |

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| **Quality Indicator 2.3 Learning, teaching and assessment** | |
| Learning and engagement | Learners demonstrate active engagement in their learning by selecting their own IDL topics and choosing activities during free-flow play. Clear learning outcomes, accompanied by well-defined success criteria, are consistently highlighted throughout the curriculum. A balanced mix of group collaboration and individual work provides diverse learning opportunities. Learners regularly participate in class and group discussions, with practical, hands-on activities seamlessly integrated into teaching and learning processes. Staff effectively differentiate tasks to accommodate varying abilities and needs, ensuring personalised support. Technology is strategically utilised to assist learners who require additional help. Moving forward, we aim to strengthen learners’ awareness of their current progress and clearly communicate their next steps in the learning journey. |
| Quality of teaching | A variety of teaching methods are currently employed, including the use of learning intentions and the collaborative development of success criteria with learners; however, there is potential to implement this practice more consistently across the curriculum. Our teaching approaches encompass outdoor learning, play-based learning, collaborative activities, and meaningful connections with the wider community. Our School Improvement Plan (SIP) will prioritise Interdisciplinary Learning (IDL) in the coming academic year. |
| Effective use of assessment | Staff possess strong knowledge of the children in the school, which supports a range of day-to-day evidence gathering methods, including observations, scanning, and immediate work marking. In addition, more formal assessment tools, such as SNSA and diagnostic assessments via online platforms, are utilised. Moving forward, we plan to increase opportunities for self-assessment and peer assessment to further enhance the learning process. |
| Planning, tracking and monitoring | Given the small numbers at Nesting Primary School, staff can plan learning experiences that are well in tune with the specific needs and interests of the learners. There is a diverse range of teaching approaches such as play-based and mixed ability groupings. To track, staff use regular daily observations and informal note taking to monitor engagement and progression in learning. We use responsive adjustments where needed, whilst ensuring teaching plans and interventions are used to support learners. Staff use SEEMiS to track where learners are on their journey which allows us to monitor data. Staff at Nesting Primary School have identified that there can be more robust systems for planning, tracking and monitoring and therefore have incorporated this into their SIP. |

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| **Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion** | |
| Wellbeing | Positive and nurturing relationships are central to our school ethos, a sentiment strongly reflected in recent parental feedback. At Nesting Primary School, children are regularly taught about the SHANARRI indicators, helping them to understand what it means to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, and Included. Pupils complete their own SHANARRI webs, providing valuable insights for staff into how each child perceives their wellbeing. In addition to fostering a strong understanding of these wellbeing indicators, the United Nations Convention on the Rights of the Child (UNCRC) is fully embedded in our teaching and learning, supporting our commitment to nurturing the whole child. |
| Fulifilment of statutory duties | Nesting Primary School adheres to statutory duties in a number of ways. We ensure we are informed and up to date with legal requirements, and by doing so, we ensure we are embedding them in everyday policy, practice, and planning. Staff get up-to-date and necessary training and we monitor progress and respond to change. All staff have Child Protection training and relevant staff are trained in GIRFEC. We comply with GDPR. |
| Inclusion and Equality | Ensuring inclusion and equality in schools is fundamental to creating a learning environment where every child feels valued, supported, and able to succeed. At Nesting Primary School, we create an environment where learners feel safe, respected and included. We celebrate success, wider achievement and diversity. Pupil voice is embedded to ensure all views are being listened to and they know they have ownership in their learning. |

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| **Quality Indicator 3.2 Attainment and achievement** | |
| Attainment in literacy and numeracy | Learners are making strong progress in both Literacy and Numeracy. According to the data dashboard, most learners are on track in these curricular areas. For those who require additional support, differentiated activities and targeted intervention strategies are implemented to enhance their learning outcomes. |
| Attainment over time | Learners are motivated and actively engaged in their learning, as demonstrated by regular progress monitoring through SEEMiS. Almost all learners are on track. The school’s SIP for 2025/2026 aims to implement a robust tracking system to provide clear insights into experiences, outcomes, and benchmarks that evidence attainment over time. Additionally, learners receive frequent on-the-spot and verbal feedback to guide their next steps. |
| Overall quality of learners’ achievement | At Nesting Primary School, our learners develop as confident individuals, successful learners, effective contributors, and responsible citizens. Most learners consistently meet the benchmarks for their stage, reflecting high standards of attainment across the school. Their achievements are proudly celebrated on our achievement wall, a prominent feature within the school. Additionally, accomplishments are regularly highlighted on our up-to-date website. |
| Equity for all learners | Teachers at Nesting Primary School consistently deliver the curriculum with a strong focus on equity for all learners, fully embedding the seven principles of the Curriculum for Excellence (CfE). They prioritise differentiation and individualized learning to meet the unique needs of every child. The school promotes equity of opportunity by offering differentiated learning pathways tailored to the individual strengths and interests of our learners. Through Pupil Equity Fund (PEF) support, we have been able to provide transportation for school trips, enabling children to access enriching learning experiences beyond the classroom. These trips not only expose learners to new environments and activities but also allow them to meet new people—an especially valuable opportunity for children from a rural community. Additionally, children have the chance to engage in activities that build on their prior experiences, further enhancing their learning journey. |

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

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

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| **HGIOS 4** | **School Self-Evaluation** |
| 1.3 Leadership of change | 4 |
| 2.3 Learning, teaching and assessment | 4 |
| 3.1 Ensuring wellbeing, equality and inclusion | 4 |
| 3.2 Raising attainment and achievement | 4 |

School Improvement Plan

2025-26

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## Factors Influencing the 2025/26 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  * School Improvement Visits (Sept/March) * Change of staff – Head Teacher, Class Teacher and Support Worker (Play) * Staff, parent and children questionnaires. * Self-evaluation from 2024/2025 | **Local factors**   * Collegiate working with the AHS Cluster and partners * Mandatory in-service for all teaching staff – consistency in message * Use of the Standard for Learning, Teaching and Assessment * Head Teacher Development Days |
| UNCRC  * Children’s Rights are regularly discussed, taught and displayed * Through interdisciplinary learning eg rights and responsibilities, SHANARRI and Pupil Voice | **Tacking Inequalities, Poverty Proofing and Cost of the School Day**   * Every child has access to digital devices * School helps and guides families where necessary to find support for financial hardship * School Fund raising will be kept to a minimum and sensitive planning for such events * Careful consideration of PEF |

**Pupil Equity Fund – Planning and Reporting**

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| **PEF Allocation *2024/25* - £1225.00** | | | | |
| [*Prompt Questions*](https://education.gov.scot/media/nmhlc0n5/sac-self-evaluation-oct23.pdf)   * *How confident are we that our interventions and approaches, whether universal or targeted, are leading to improvement? How effectively do we change our approaches if they are not having the intended impact?* * *Are we using a wide range of data including demographic, school processes, pupil learning and perceptions?* * *If we are having difficulty recruiting additional staff, how are we considering alternative approaches and creative solutions?* * *To what extent are we considering and ensuring long-term sustainability as part of our planning to achieve equity?* | | | | |
| **Project/intervention:** Purchase an iPad, purchase subscriptions, a school trip and play resources  **What data/evidence informs this? (what is your gap?)** Closing the attainment gap in numeracy and literacy. Widening social experiences for the children which are limited in a rural school setting. | | | | |
| **Planned Outcomes**   1. Target group of children enhance their literacy and numeracy skills through learning apps 2. 100% of children experiencing a school trip to enhance their independence and resilience. 3. All children experiencing a wide range of play activities indoors and outdoors. All children will have the opportunity to share pupil voice on play activities. Play enhances progression in learning | | **Details of project/intervention:**   * Learning apps on iPads to support literacy and numeracy * Adapt and improve internal and external play spaces * Creatively resource the spaces * Bus costs to ensure all children get the opportunity to travel and learn about places in Shetland out with Nesting, to build links and to expand social experiences for children | **Resources and Lead Person**  Headteacher  Purchase an iPad with PEF funding to support our learners with the lowest attainment levels. We will purchase various maths and literacy learning apps.  Teacher, Support Worker and Support Worker (Play)  Work together to enhance play opportunities, ensuring children have access to a wide range of play activities.  Revamp the current way in which children choose the play activities.  Create a progression document to record impact of play.  Find a suitable and sustainable way of recording learning through play.  *Other*  *iPad*  *Play Resources*  *Nessy, TTRS and Sumdog subscriptions.* | **Measures of impact on learners**   * Teacher observations * Evidence gathered to highlight improved outcomes through various numeracy and literacy assessments. * Assessment data collected from the learning apps * Child discussions and reflections * Tracking meetings will be termly to ensure progression of learning * Parent/Teacher/Learner meetings to review impact |
| **Teaching and Learning** | **x** |
| **Leadership** |  |
| **Family and Community** | **x** |

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

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| **NIF PRIORITIES**   * Placing the human rights and needs of every child and young person at the centre of education. * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy.   *(highlight as appropriate)* | **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: Developing learning through play (Indoors and Outdoors) through effective planning, tracking and monitoring.**  **Continuation from *2024/25*? N** | | | | | | |
| **Data/evidence that informs this priority:**  Parents highlighted that the outdoors could be utilised more for learning opportunities.  Children show limited motivation and engagement when it comes to selecting play areas within the school. Planning for play activities could be better structured.  No current robust means of planning, tracking and monitoring learning through play.  Parent feed back that they would like more feedback directly from their children regarding their learning. | **Planned Outcome**  By June 2026 100% of P1 – P7 learners will have planned (both responsive and intentional) opportunities to play during the school week.  Regular discussions with learners will allow Pupil Voice to impact on provision and direction of play. (Weekly set up of activities)  By June 2026, all staff will have completed professional learning that enhances their ability to provide meaningful play opportunities and to plan, track, and monitor learning resulting from those opportunities.  By June 2026, staff will have worked together to create a robust tracker to inform planning and to be able to monitor learning.  By June 2026, children will be confident in creating their own learning journals to highlight the play experiences they have had each week. These will be shared with home regularly. | | **Measures**  Observations and discussions of child engagement, motivation and learning progression.  Staff survey to assess confidence with a mixture of child/staff led play opportunities.  Self-assess the Planning, tracking and Monitoring using the Shetland LTA standard at the start, middle and end of the school year. | | **Resources and Lead Person**  Who?  Head Teacher, Class Teacher, Learning Support Worker and Support Worker (Play)  How  Resources to be gathered through donations and use of PEF where appropriate.  Existing school resources to be used and improved.  Northern Alliance – Play Pedagogy Resources  Significant Scottish Outdoor learning and Play Documents |
| **Monitoring priority progress over time: impact on learners**:  Monitoring will take place throughout the year by school staff and at each stage of the timescales set, staff will review and evaluate progress. | | | | | | |
| **What will success look like?** | | | | | | |
| **By the end of November we expect to see** | | **By the end of February we expect to see** | | **By the end of May we expect to see** | | |
| * Staff more confident in using the Shetland LTA standard * We have revamped our Play structure (how children choose the activities and how the resources are used) * Learning journals are created and completed weekly to be shared with home. * Play resources have been organised and developed | | * Staff more confident in delivery of meaningful play opportunities to develop learning * Staff attended Play Pedagogy Networks and relevant training * Process for observing, monitoring and recording learning established | | * Children are engaged with play regularly * Children are motivated by the play opportunities | | |
| **What happened? What did we see?** *Provide updates on progress in the short term based on data and evidence* | | **What happened? What did we see?** *Provide updates on progress made in the medium term based on data and evidence* | | **What happened? What did we see?** *Provide updates on progress made in the long term based on data and evidence* | | |
| **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term* | | **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term* | | **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity* | | |
| **End of Session Summary of Progress and Impact** | | | | | | |
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**Improvement Priorities for *2025-26***

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| **Priority 2: Inter Disciplinary Learning**  **Continuation from *2024/25*? N** | | | | |
| **Data/evidence that informs this priority:**   Feedback from teaching staff is there is currently no robust framework that can be used for planning, tracking and monitoring. Staff have identified the potential for duplication and/or gaps and the need for progression across curricular areas. (Not including Literacy, Numeracy and Health and Wellbeing) | **Planned Outcome**  By June 2026, IDL progression documents will have been created that can be used to improve learning, teaching and assessment.  By June 2026, improved tracking of experiences and outcomes to accurately assess progression. | | **Measures**   Tracking framework created.  Self-assess using Shetland’s LTA standard at the start, middle and end of the school year.  Qualitative feedback from teaching staff self-evaluation around effectiveness of IDL frameworks.  Learner conversations highlight a self-awareness of their learning and progress, which is shared with parent/carers. | **Resources and Lead Person**  Who?  Head Teacher and Class Teacher  How?  Education Scotland resources (IDL as a Key Driver, IDL: ambitious learning for an increasingly complex world) and HGIOS 4  CfE – Experiences & Outcomes, Benchmarks  Shetland Islands Council’s Standard for learning, teaching and assessment.  Northern Alliance Interdisciplinary Learning Toolkit and Quality Improvement Framework |
| **Monitoring priority progress over time: impact on learners**  Monitoring will take place throughout the year by school staff and at each stage of the timescales set, staff will review and evaluate progress. | | | | |
| **What will success look like?** | | | | |
| **By the end of November we expect to see** | | **By the end of February we expect to see** | | **By the end of May we expect to see** |
| * Staff more confident in using the Shetland LTA standard * Teaching staff begin to collaboratively consider and create IDL framework * Teaching staff liaise with other schools to explore IDL frameworks across the Local Authority | | * More detailed framework created, ready for use. * Protected time for staff to review the tracker and plan collaboratively to ensure progression * Trial the use of the tracker | | * Track and monitor IDL experiences for the whole school, using the framework. * An IDL framework to be fully embedded into learning, teaching and assessment at Nesting Primary School |
| **What happened? What did we see?** | | **What happened? What did we see?** | | **What happened? What did we see?** |
| **What are our next steps?** | | **What are our next steps?** | | **What are our next steps?** |
| **End of Session Summary of Progress and Impact** | | | | |
|  | | | | |

Nesting Primary School Working Time Agreement *2025-26*

A close-up of a document

AI-generated content may be incorrect.