

# North Roe Primary School

## Standards & Quality Report and School Improvement Plan



**August 2020**

This report covers the session 2019-20. It is produced as part of the process of school self-evaluation. It will also contribute to the overall authority and national perspective on standards and quality.

# CONTENTS

## SECTION 1: OUR SCHOOL

Introduction

The school and its context

School vision and values

## SECTION 2: AUDIT

Consultation

Pupil voice

Progress made towards previous development priorities

Self-evaluation for continuous improvement

Factors influencing the improvement plan 2020/21

## SECTION 3: ACTION

School Development Priorities

School Improvement Plan 2020/2021

Working Time Agreements 2020/2021

### Abbreviations:

CfE: Curriculum for Excellence

HGIOS: How Good is Our School (4<sup>th</sup> Edition)

QIO: Quality Improvement Officer

HWB: Health and Well-being

GIRFEC: Getting It Right For Every Child

IEP: Individual Educational Plans

NIF: National Improvement Framework

PEF: Pupil Equity Funding

DYW: Developing the Young Workforce

GTCS: General Teaching Council for Scotland

SALT: Speech and Language Therapy

SIP: School Improvement Plan

# SECTION 1: OUR SCHOOL

## Introduction

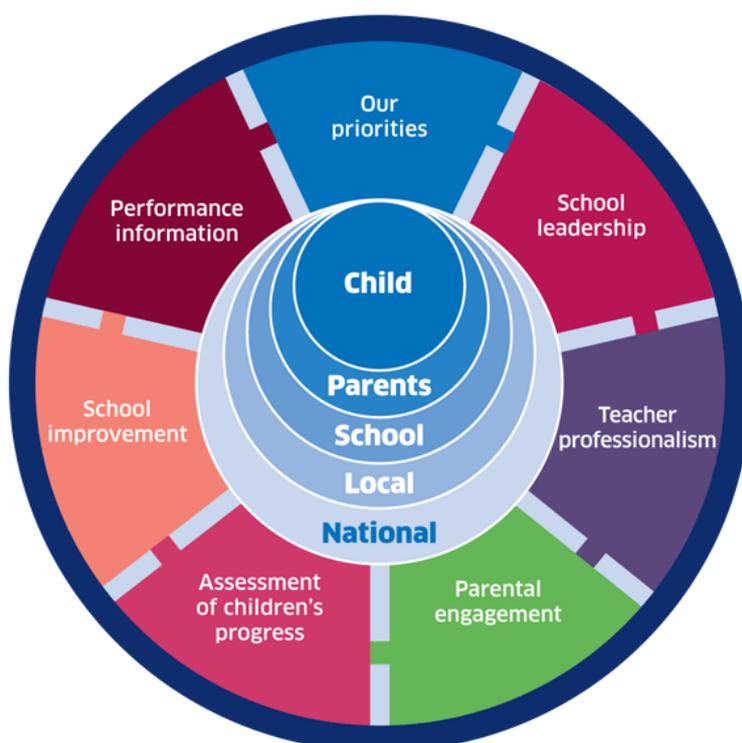
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2020-21. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> 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:

- 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:



## The school and its context

North Roe Primary School is located in Northmavine, it is the most northerly school on the mainland of Shetland. North Roe Primary School serves the rural communities of North Roe and Lochend. It is a non-denominational Primary School, open to children between the ages of 4 and 12 years old. Learners from the school progress to Brae High School for secondary education. Some learners will have previously attended the nursery facility attached to Urafirth Primary or Brae Primary.



The school was built in 1878 and is of traditional design, consisting of an attached school house and one room which is now used as the school's general purpose/dining room. In 1963 and in 1990 extensions were built in order to increase the level of accommodation, which now consists of two main classrooms, a staffroom, kitchen and storage facilities as well as the general purpose/dining room.

The Headteacher, Miss Hannah Irvine commenced work formally on 17 August 2015 and is the only full time member of staff. The learners are taught by the Headteacher 3.5 days per week with specialist teachers covering Additional Support Needs, Art & Design, Music and PE. The learners are taught by a management relief teacher 1.5 days per week to provide the Headteacher with administration time. Instrumental tuition is provided by a visiting instructor. The Headteacher is supported by the school's Link Education Officer, Robin Calder, who is based at Hayfield House in Lerwick. A clerical assistant, learning support assistant, learning support workers, playground supervisor and cleaner are employed part time. Lunches are prepared by the cooks at Brae High School and delivered to North Roe with a kitchen assistant employed at North Roe Primary School to serve the lunches.

The school roll for 2020/2021 stands at 12, with learners in P1, P2, P4, P5, P6 and P7. All learners are taught in one multi-composite class.

Members of the local community are mainly involved in crofting, fishing, aquaculture, the construction industry and the oil and gas industries at the Sullom Voe Terminal, Total Base and associated support facilities. The school is close to the North Roe Methodist Church. Mrs French, who is a member of the North Roe Church, takes our school assembly at least once a term. The school is also close to the North Roe Hall. We make use of the hall by putting on concerts for the local community and organising Sunday Teas at the Hall to raise money for the school fund. The school is the heart of the North Roe community so we regularly arrange social events for the local community, including open days, charity fundraisers, senior citizens parties, concerts and Sunday teas. Being in the North Mainland of Shetland, the school is part of a cluster of schools which feed into Brae High School. The other cluster schools are Ollaberry, Urafirth, Lunnasting, Mossbank and Brae Primary School.

The school has an 'open door' policy where parents can speak with staff at the beginning and end of the school day, more formal appointments can be made by contacting the school. Parents are given two formal appointments to discuss their child's progress per year, one in November and one in May when written reports are issued. Parents are given the opportunity to meet with staff termly, or more frequently if required.

## The school vision, values and aims

At North Roe Primary School the community works together to ensure that all our learners reach their full potential in life.



Our School  
Vision

Our vision is to be  
a vibrant community  
of learning  
and **AMBITION**  
WHERE TOGETHER WE  
support each other  
to reach our  
**full potential**  
in life.

**Our school aims** to inspire learners to reach their full potential by:

- ❖ Engaging learners in the highest quality learning activities to develop a culture of creativity, ambition and achievement.
- ❖ Providing a safe, caring, happy and stimulating environment in which each learner is valued and supported.
- ❖ Fostering high quality leadership and management at all levels.
- ❖ Working in partnership with parents & other agencies to support learners to become:
  - ◆ Successful learners
  - ◆ Responsible citizens
  - ◆ Confident individuals
  - ◆ Effective contributors

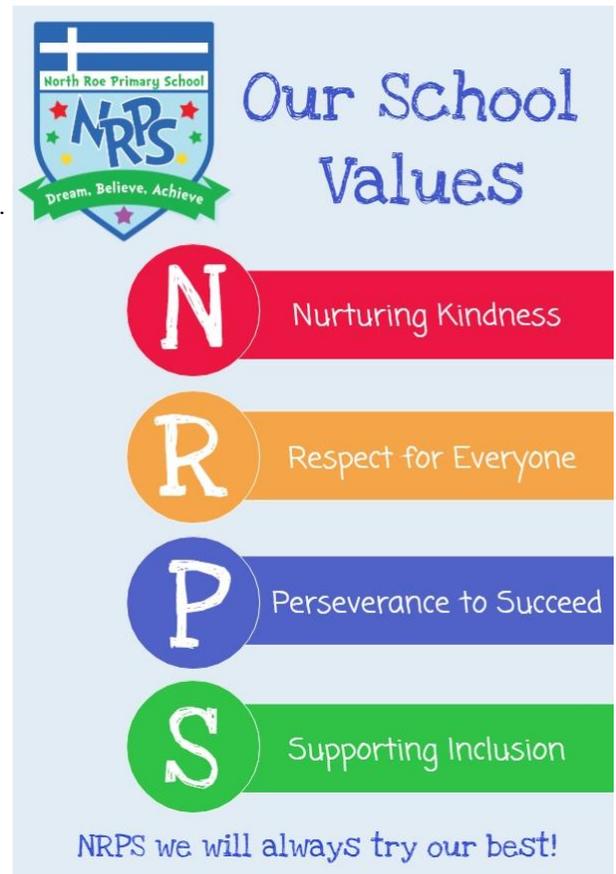
**Our values** are important, they make our school a happier place, allowing everyone to improve & progress.

**Our Curriculum Rationale** is based on:

- ◆ Local & National Guidance
- ◆ Curriculum for Excellence
- ◆ GIRFEC
- ◆ Excellence and Equity
- ◆ Raising Attainment and Closing the Gap
- ◆ Developing the Young Workforce

The 7 Design Principles of a Curriculum for Excellence:

- ◆ Breadth
- ◆ Depth
- ◆ Personalisation & Choice
- ◆ Progression
- ◆ Relevance
- ◆ Coherence
- ◆ Challenge & Enjoyment



We consulted with parents, learners and staff as to what makes our School Unique:

- ◆ **Size** - we are a small school with a strong family feel and bond. All the learners are in one multi-composite class.
- ◆ **Location** – we are a very rural school, the most northerly on the mainland of Shetland. We respect our unique and beautiful environment in North Roe.
- ◆ **Community** - we are a strong, inclusive community, working together and supporting each other. We are passionate about sustaining our community.
- ◆ **Child Centred** – our curriculum is tailored to meet the needs of each individual learner. Learning activities are relevant, active and fun.
- ◆ **Ambition** - The school is a focus of hope and aspiration for the community, it enriches the fabric of the area. Our learners are encouraged to believe in themselves and be ambitious. We support and celebrate each learner's achievements.
- ◆ **Ethos** – we place a big emphasis on positively developing character, educating the mind and the heart, so that our learners are equipped for making a positive difference in this world.

## SECTION 2: **AUDIT**

### Consultation

The standards and quality report and improvement plan are based on national developments in education, local authority improvement objectives and priorities identified within the school. In determining their views on the life and work of the school and priorities for development the school consulted a range of stakeholders.

These included:

- All parents
- Our learners
- Community partners
- Teachers
- Support staff
- QIO

### Pupil Voice

The views of learners are of particular importance when decisions need to be made concerning the life and work of the school. In order to ensure that learners are consulted and to maintain a strong pupil voice through the school, the following arrangements are in place:

- ◆ All learners serve on the Pupil Council.
- ◆ The pupil council meets on a regular basis and is proactive in generating ideas.
- ◆ All learners are consulted on matters affecting the quality of learning experiences and the wider life of the school.
- ◆ Learner evaluations are used when determining approaches to learning and teaching.
- ◆ Questionnaires are used to collect specific information.

### Parental Engagement

The views of parents are very important when decisions need to be made concerning the life and work of the school. In order to encourage parental engagement in the life of the school, the following arrangements are in place:

- ◆ All parents serve on the Parent Council that meets once a term.
- ◆ Two formal parents evenings are held each year.
- ◆ All parents are encouraged to become parent helpers.
- ◆ An open day each term for the children to share what they have been learning with their parents.
- ◆ An anonymous annual school audit seeking parent views.
- ◆ Anonymous feedback opportunities & suggestion boxes are available at the front door and at every parents evening/open day.

## Views of Staff

The views of all staff are very important when decisions need to be made concerning the life and work of the school. In order to encourage staff engagement in the life of the school, the following arrangements are in place:

- ◆ Staff meetings are held each term.
- ◆ All staff take part in self-evaluation activities.
- ◆ All staff have an Employee Review and Development meeting
- ◆ An anonymous annual school audit seeking staff views.
- ◆ Anonymous feedback opportunities & suggestion boxes are available at the front door.

## Engaging Community Partners

The views of our community partners are very important when decisions need to be made concerning the life and work of the school. In order to engage community partners in the life of the school, the following arrangements are in place:

- ◆ Community partners are invited to school open days/events
- ◆ We work with community partners to organise events in our local hall.
- ◆ Relevant community partners are invited to GIRFEC meetings.
- ◆ Community partners are encouraged to leave feedback/suggestions.
- ◆ Community partners help with after school clubs.
- ◆ Our 'Peerie Makers' knitting group is run by community partners.
- ◆ Community partners volunteer to help with the upkeep of our school grounds.



These waterproof suits for Outdoor learning were donated to the school by a local business, The Brae Building Centre so that our learners can enjoy outdoor learning all year round.

## Progress made towards previous development priorities (2019-2020)

The main aims within our School Improvement Plan last year (2019-2020) are outlined below. This overview is a summary of the steps we took towards improving our school. The following pages outline how we monitored and measured the Impact of our School Improvement Plan throughout the year. Through self-evaluation, we were able to evidence impact and identify next steps.



**1**

### Raising Attainment in Literacy

- Learners reading for enjoyment.
- Improved attainment in reading and improved comprehension skills.
- Updated and improved library area where learners want/choose to spend more time.
- Enhanced literacy programme with more opportunities for reading assessment.
- Learners to experience more genres of text on a regular basis.
- P6-7 learners and parent helpers to have an active role in leading sessions in the library and supporting p1-5 learners.

**2**

### Progression in Health & Wellbeing

- Improved attainment in Health & Wellbeing
- Improved emotion control and coping strategies.
- Updated and improved Shanarri self-assessments.
- H&W programme will be enhanced with a progression pathway.
- More mindfulness activities in the classroom.
- Parents to have an active role in supporting their child's health & wellbeing.
- Resources available for learners to use to communicate how they are feeling.
- Resources available for learners to use to calm down.

**3**

### Digital Learning

- Innovative and creative learning experiences using digital technologies.
- P6-7 to be 'digital leaders'
- Creativity skills developed using technologies.
- Enhanced technologies curriculum, using digital technologies to support interdisciplinary learning across all curricular areas.
- Coding skills developed using online resources.
- Digital story telling skills developed, bringing learners stories to life.
- Touch-typing skills improved.
- Clear & understood boundaries set for staying safe online.

**4**

### Transitions to High School

- Learners and parents to be actively involved in planning transitions.
- Involve other agencies to ensure an effective transition for all learners.
- Support induction into the next phase of learning to get to know new teachers & new environment.
- Effective partnership working to track progress and share p7 profiles.
- Experience plenty of opportunities to get to know children from other schools who will also be transitioning to S1.
- Learners to be supported mentally, socially, emotionally & physically.



## School Improvement Plan 2019-2020

### Monitoring and Measuring the Impact of the School Improvement Plan

#### Term 1 & 2

- Priority 1: Raising Attainment in Literacy
- Priority 2: Progression in Health & Wellbeing
- Priority 3: Digital Learning
- Priority 4: Transitions to High School

Priority Number	Implementation	Impact (For learners, practitioners & parents)	Evidence of Impact	Next Steps
1	At our Pupil Council meeting the children were asked their ideas on what the school could do to motivate and support all learners to read for enjoyment at home and at school. The pupil council suggested a reading awards system for the whole school. They decided to take this priority on as their responsibility. The pupil council agreed that they wanted a bronze, silver and gold reading rewards system. Supported by the Headteacher, all learners were involved in making suggestions of what they wanted included in each of the bronze, silver and gold reading rewards.	Learners feel involved in our school improvement plan. They are excited to be taking some responsibility for priority 1. Practitioners can delegate school improvement tasks to learners in a meaningful way to help achieve outcomes quicker. As a small school we need the help of everyone in our school community. Parents can see how pupil voice is encouraged and valued by the school staff.	Learners have ownership of our reading rewards system, having thought of the idea. As a result they know they can drive improvement forward in the school. Practitioners are able to devote more time to other areas of priority 1 since the learners have taken on responsibility of 'reading for enjoyment'. All parent and learners responses in our school audit agreed that 'the school takes account of learners views'.	- Supported by the Headteacher, the pupil council will design and finalise the rewards system so that it can be fully implemented during term three.
2	Staff have started to use the Health & Wellbeing progression pathway that is being developed by the South Mainland cluster. We are taking notes as we begin to use it so that we can adapt and change it slightly to suit the needs of our learners at North Roe School. We will also adapt it to take account of the types of health and wellbeing resources that we have available and use to support our health and wellbeing curriculum.	Practitioners are able to assess and plan next steps more effectively using the health and wellbeing progression pathway. Although staff have been using the health and wellbeing benchmarks, the progression pathway is making it much easier for our teaching staff to evidence progression and plan effectively. Having small class numbers means that our staff know each individual child very well but now our H&W pathway is another way to support our teacher judgement.	Our individual learner health and wellbeing profiles show the range of learning activities that have been planned and assessed by the teacher, to ensure each child is progressing well through the health and wellbeing curriculum. Staff feel much more confident making judgements on the achievement of a level now that they have another source to evidence achievement.	- Keep taking notes on the progression pathway so that we can adapt it to suit the needs of our school and fully embed it in our planning and assessment process.
3	Our teaching staff went on the following training courses provided by Education Scotland on digital learning: <ul style="list-style-type: none"> <li>- Embedding Computing Science in the Early Years</li> <li>- Enhancing Digital Literacy Skills in the BGE using Tools within Glow</li> <li>- Digital Learning - Improving Workflow &amp; Workload</li> <li>- Capturing Pupil Voice Using Digital Tools within Glow &amp; Mobile Devices</li> </ul>	Our teaching staff have learned how to use a wide range of learning apps to support our learners to develop digital literacy skills. Our learners are enjoying getting to use digital learning apps in all areas of their learning and are becoming much more independent and confident using technology. Parents can see that their children are getting innovative and creative learning experiences using digital technologies.	Our learners need much less support when using digital technologies. They are often able to teach their teachers different and new features on apps. Our primary 6 and 7 learners have taken on the role of 'digital leaders' and are responsible for showing the younger learners how to use the digital technologies. Staff are sharing some of the learners digital learning projects on our school Facebook page for parents to see what they are learning.	- Use 'Scratch Coding' to support learners to develop coding skills. - Use digital technology across the curriculum but especially in writing lessons to motivate and support our more reluctant writers.
4	Planning stages of transition for our primary 7's, transition events have been agreed within our school cluster and dates have been finalised for term 4. Social Fitness sessions have started for our primary 7's, run by the outreach team.	Our primary 7 learners are already getting to know their peers and make friends with the p7's from Ollaberry, Urafirth, Mossbank and Lunnasting school.	Our primary 7 learners look forward to social fitness sessions each month and they come back to school full of excitement. They are openly speaking about high school and their worries.	- Work together with our school cluster, parents and learners to plan for next term.



## School Improvement Plan 2019-2020

### Monitoring and Measuring the Impact of the School Improvement Plan

**Term 3** - Due to staff working from home and learners learning from home in term 4, we were not able to implement some of our school improvement priorities that we had planned for term 4. Therefore some of our priorities have been carried forward to our improvement plan for 2020 – 2021.

- Priority 1: Raising Attainment in Literacy
- Priority 2: Progression in Health & Wellbeing
- Priority 3: Digital Learning
- Priority 4: Transitions to High School

Priority Number	Implementation	Impact (For learners, practitioners & parents)	Evidence of Impact	Next Steps
1	Our pupil council continued to take responsibility for the 'reading for enjoyment' priority. To improve our school library they asked all learners what books they would like to be purchased for our school library. Using money that our learners raised through their enterprise projects, the school was able to purchase nearly 100 new books that had been requested by our learners. Our learners helped to stamp the new books when they arrived and got them into our school library. The reading awards system was finalised just before the schools closed so all learners got their reading journals home in their paper learning packs to work on at home. The Headteacher purchased reading assessments for early and first level to assess our learners reading skills in p1 & 2.	Learners are showing great enthusiasm for reading and appear very excited to read the books that they asked for. They are now all working towards their first reading award. Practitioners now have a robust system through the reading awards to evidence that our learners are reading for enjoyment. The new reading assessments will be used at the end of primary 1 and the end of primary 2 after 1 - 2 years of teaching phonics (these were done in August 2020 due to the schools being closed for term 4) to evidence progression and support teacher judgement.	More learners are choosing to read when they have choose time. Learners are enthusiastic about working through their reading journals. We have received positive feedback from parents on our new reading journals and rewards system. Many parents have commented on how much more their children are reading at home, especially now that they have a better choice of books to choose from in the school library. Our new reading assessments have evidenced progression and shown excellent levels of attainment.	<ul style="list-style-type: none"> <li>- Source online comprehension resources to use alongside our existing ORT and Literacy World resources to enhance our literacy programme.</li> <li>- Source reading assessments for first and second level for our primary 3 -7 learners.</li> </ul>
2	The Headteacher developed an emotion control resource to support our learners to learn about a range of emotions that they will experience. The resource focusses on positive and practical ways to respond when you are experiencing that emotion. The Headteacher began to develop a health and wellbeing school journal for each learner based on SHANARRI, however this was not completed as priorities changed to due to covid-19 and the school closures.	We have created a very safe and open environment in our classroom where learners feel comfortable sharing their feelings with staff and other learners. Practitioners are very aware of the importance of their role in supporting each child's heath & wellbeing, even more so as we support learners through this pandemic.	Each learner has their own 'emotion diary' which has evidence of the different types of emotions they have been learning about and how they would personally respond to each emotion. Our school audit showed that all our learners feel well supported by our staff.	<ul style="list-style-type: none"> <li>- Continue to incorporate more mindfulness activities into our weekly routines.</li> <li>- Support all the members of our school community as we all adapt to a new way of living through this pandemic.</li> </ul>
3	All learners created a Scratch coding account and began to work through different challenges to develop their coding skills. When the schools were closed in term 4, learners were given coding challenges that they could work on at home as all learners had access to their Scratch accounts from home. Teaching staff planned creative learning experiences to support learners to understand how to stay safe online.	Learners are very motivated to progress onto the next challenge on Scratch. They really enjoy coding and choose to spend more time on Scratch when they have choose time. Practitioners are feeling more confident to teach coding now that we have a resource for beginners to base lessons on.	Some learners coding skills have now surpassed the teachers. We are able to use this to our advantage now as our 'digital leaders' are willing and able to help our younger learners to develop their coding skills.	<ul style="list-style-type: none"> <li>- Create a technologies progression pathway to support our staff to assess progression and plan next steps.</li> </ul>
4	Our North Mainland cluster planned a range of transition events for our primary 7 learners, however the activities planned were not able to happen due to covid-19. We used Microsoft Teams to try to support transitions as best as we could, given the difficult circumstances. Our p7 learners did get one visit to the Brae High school when the restrictions eased in June.	Learners, parents and practitioners were all thankful to get one transition day arranged at the Brae High School. Learners felt more reassured after their transition day and also as a result of the p7 Transitions team that was set up on Microsoft Teams by staff at the Brae High School.	The one transition day in June was not enough but it was all we could do at the time, given the circumstances. Therefore transitions will remain a priority in our 2020 – 2021 school improvement plan. It will also be a cluster priority for all the North Mainland cluster schools.	<ul style="list-style-type: none"> <li>- Continue with this priority in 2020 – 2021, working collegiately with all the North Mainland cluster schools.</li> </ul>

## Self-evaluation for continuous improvement

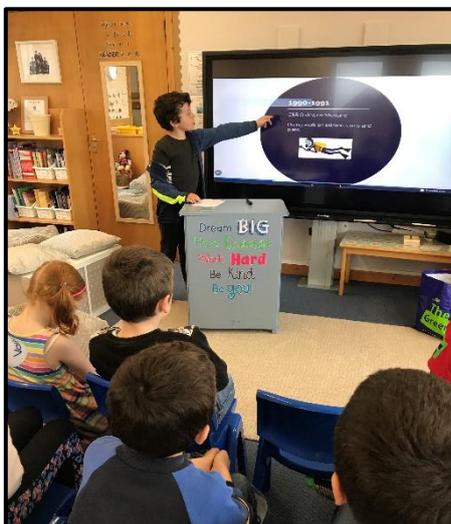
We have evaluated North Roe Primary School's overall performance using the HIGIOS 4 quality indicators, to determine our capacity for improvement.

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<b>1.1</b> Self-evaluation for self-improvement  <b>1.2</b> Leadership of learning  <b>1.3</b> Leadership of change  <b>1.4</b> Leadership and management of staff  <b>1.5</b> Management of resources to promote equity	<b>2.1</b> Safeguarding and child protection  <b>2.2</b> Curriculum  <b>2.3</b> Learning, teaching and assessment  <b>2.4</b> Personalised support  <b>2.5</b> Family learning  <b>2.6</b> Transitions  <b>2.7</b> Partnerships	<b>3.1</b> Ensuring wellbeing, equality and inclusion  <b>3.2</b> Raising attainment and achievement  <b>3.3</b> Increasing creativity and employability

### Leadership of Change (QI 1.3)

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

Our school vision aims to support all our learners to reach their full potential in life, this is an ambitious vision that focusses on improvements in outcomes for all. Our vision embodies the high expectations we have on all learners to achieve to the best of their ability. Supported by the Headteacher, our school community strives to embody our school values. We developed these shared values because we believe they are essential values for ensuring that we achieve the highest possible standards and successes for all our learners:



Nurturing kindness  
 Respect for everyone  
 Perseverance to succeed  
 Supporting inclusion

Our staff are fully invested in achieving the best possible outcomes for our learners. We have a small staff team with the Headteacher being the only full time member of staff. Having small numbers of staff means that we rely on collaborative leadership at all levels to ensure that we are continually improving.

Our staff are enthusiastic and highly dedicated to the school, the learners and their families. Staff feel confident to suggest changes and are committed to going the extra mile and helping in any way they can. Our school community is extremely supportive, playing an



increasingly important role in the life of the school. The school is very important to the local community so parents and community members are willing to support the schools continuous improvement. The vast majority of our staff are from the local area, with some having attended the school as pupils. One of the advantages of this is that our staff have a very clear understanding of the social, economic and cultural context of our school. The Headteacher is committed to fostering leadership and creativity at all levels. Being a small school means that all staff are encouraged to take on leadership roles at all levels. Collegiate working is evident within the school. This leads to continuous improvement in learning and teaching and improved outcomes for our

learners. The school continues to develop our curriculum to ensure the needs of each individual learner are always at the centre. Current education thinking informs our curriculum design as well as the views of pupils, staff, partners and parents. Our Curriculum rationale has been in place for 3 years now and has recently been reviewed in light of recent events and current educational policy. Our rationale now has even more emphasis on diversity and teaching meta-skills, we are showing even more of a commitment to teaching about creativity, anti-racism and LGBT rights.

The most significant change for our school community this year has been adapting to learning at home/working from home throughout the school closures due to the covid-19 pandemic. The Headteacher kept in regular contact with all families and staff throughout this time to provide support with the ever-changing situation. All families were supported to access learning online through Glow, Microsoft Teams and Vscene. The Headteacher also provided paper learning packs for all families to ensure that when connectivity was a problem, everyone still had the learning materials they needed. The Headteacher also liaised with the Northmavine Community Development Council to provide other kinds of support for families throughout lockdown.

Positive partnerships with parents is a key strength of our school. The school is often described as 'one big family.' Parents are always encouraged to participate in their child's learning. All staff, learners and parents are involved in improving the life and work of the school. Being a small school means that all parents are on our parent council and all learners take part in



our pupil council. Self-evaluation is integral to how we work within our community and is an ongoing feature of school life. Teaching and learning is monitored and evaluated throughout the school year, as well as our school improvement plan. Staff, learners and parents are all consulted and involved in the decisions influencing the school improvement plan. Having everyone involved in the process ensures that we have a shared vision for taking the school forward. It also ensures that ongoing changes and improvements are embraced and supported. Through effective leadership we are able to sustain a good pace of change even though we have small numbers of staff to delegate responsibility to.

### **How do you know? What evidence do you have of positive impact on learners?**

Once a year, all staff, parents and learners receive an audit questionnaire, they can respond to each question with 'strongly agree, agree, disagree, strongly disagree or don't know'. The questionnaire also provides space for further comments/suggestions on what they think the school is doing and well and what the school should improve on. This year we had a 100% response rate from all staff. We nearly had a 100% response rate from all parents and learners with just two questionnaires not returned. The responses received were very consistent:

#### **Parent Audit Responses:**

- 100% of responses agreed/strongly agreed that the school is well led.
- 100% of responses agreed/strongly agreed that the school asks for their views and takes them into account.
- 100% of responses agreed/strongly agreed that the school asks for their child's views and takes them into account.
- 100% of responses agreed/strongly agreed that they feel they can contact the school with any concerns.

#### **Staff Audit Responses:**

- 100% of responses agreed/strongly agreed that leadership is effective.
- 100% of responses agreed/strongly agreed that they are involved in staff discussions about how to make improvements.
- 100% of responses agreed/strongly agreed that they have opportunities to be involved in making decisions.
- 100% of responses agreed/strongly agreed that they are listened to and their views are taken into account.
- 100% of responses agreed/strongly agreed that they feel supported in their role.



- 100% of responses agreed/strongly agreed that they are actively involved in achieving the school's vision and promoting our school's values.

**Learner Audit Responses:**

- 100% of responses agreed/strongly agreed that they have a say in how they can improve our school.
- 100% of responses agreed/strongly agreed that staff take their views into account at pupil council meetings.



Our staff have positive relationships with all our learners and families. Being a small school means that we know each individual family well. As a result, our families feel comfortable making suggestions for school improvement. Families have seen how their opinions and suggestions are taken seriously and acted upon. This makes our families feel valued and listened to. This has a positive impact on our learners because their parents speak highly of the school. This has helped to cultivate a culture where all our learners are proud to be pupils at North Roe Primary School. The school is at the heart of the North Roe Community.

Our Learning Support Workers have completed and passed their Education Support Assistant Professional Development Award this year through the Shetland College. During lockdown when staff were working from home, our staff had more opportunities for professional development. At staff meetings, we self-evaluate using HGIOS 4. Staff are becoming more familiar with the quality indicators and the features of highly-effective practice. Staff evaluations are then used by the headteacher to inform whole school self-evaluation. Each term, the headteacher plans for continuous improvement by collating information on how the School Improvement Plan has been implemented so far, the impact the SIP has had on learners and the school community, along with evidence of impact. This information is then used to inform how the SIP will be implemented the following term. The headteacher can then ensure that the pace of change is manageable for the term ahead, whilst ensuring that changes for improvement are well-informed. As a result, the headteacher is able to ensure that strategies for improvement on the SIP, are followed through each term, guaranteeing that we achieve positive changes for our learners. This information is all shared with parents via e-mail and at parent council meetings.

Our pupil council is now taking a more active role in our school improvement plan. Each year our pupil council focus on a priority that they want to be involved in. This year they chose to lead the literacy priority and focus on reading for enjoyment and our school library. They took responsibility for improving the range of books we have available in our school

library. They took note of new books everyone wanted to get for our school library and used money they raised through their enterprise projects to purchase the books. When the books arrived, they stamped them and added them to our school library. This responsibility gives them ownership over their library. This responsibility will continue as we continually add new books to our school library as and when they are requested by the learners. The pupil council also created a whole school reward system to encourage reading for enjoyment. Supported by the Headteacher, our reward system has been implemented and the impact has been positive so far. Our new reading rewards system, along with the wide range of new books in our library has encouraged and motivated our learners to read for enjoyment.

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

- Create opportunities for our staff to participate in collective professional dialogue virtually so that the current circumstances don't cause isolation.
- Ensure staff self-evaluation meetings can take place virtually.
- Support staff to become leaders of outdoor learning.
- Develop opportunities for virtual moderation.
- Over a 3-5 year period, support staff to self-evaluate using all of the quality indicators to build a complete picture of the schools capacity for improvement.
- Embed a robust self-evaluation cycle, involving our whole school community.
- Improve collaborative leadership with our new LSW staff.

**Self-evaluation grade on the HGIOS 4 six-point scale: 3**

### **Learning, teaching and assessment (QI 2.3)**

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

We have high expectations to ensure that learners experience high-quality learning experiences that support them to continually improve and progress. Our school vision aims to support all our learners to reach their full potential in life. Our curriculum has been developed to foster skills for learning, skills for work and skills for life. This year while children were learning at home during term 4, we focussed on using the opportunity to



encourage our learners to develop life skills while learning at home. We supported our families to encourage this by creating a table of important life skills. Each learner received this in their home learning pack. Learners could tick off any of the life skills they had tried at home. The table included a range of important life skills under the following headings:

- Cooking/baking
- Cleaning
- Laundry
- Career
- Finances
- Emotional Intelligence
- Safety/relationships

Our curriculum is creative and is designed to give pupils choice and ownership. We enhance our curriculum by working with partners to provide our learners with a wide range of varied and exciting experiences. Our learners achievements in and out of school are recorded, recognised and celebrated. The skills and talents of individuals are maximised to build leadership capacities. This year we have started using Sumdog to track progress and achievement in multiplication and division. We track each learners average accuracy of the times tables from 2-12. The Headteacher has created a multiplication awards system to recognise and celebrate when learners achieve more than 90% accuracy in their times tables. The impact of this has been very positive so far with all learners very motivated to achieve the next award.

Our learners are encouraged and supported to have an active role in our local, close-knit, rural community. Our learners are motivated and engaged in their learning, they are confident in leading their own learning as well as taking responsibility for supporting other learners in the multi-composite class. This year our learners were responsible for organising a Talent show and Sunday Teas fundraiser in the North Roe Hall, a North Roe sales stall at the Shetland Christmas Craft Fair, an Enterprise Café at North Roe School and a Christmas Party for all the senior citizens in North Roe and Lochend.



Teachers plan, differentiate and assess appropriately to meet the individual needs of each learner in the multi-composite class. Our learners are included in assessing their own learning and are given appropriate choice in their learning. This has been even more important while the learners have been learning at home.

For each month the children were learning at home, they were provided with a learning choice board that they could choose learning activities from. They regularly reflect on their leaning and identify ways in which they can further improve and progress. Since our learners are in one multi-composite class, our curriculum can be very individualised, this provides excellent opportunities for our learners to develop their personal skills and talents. It also gives pupils lots of opportunity to be involved in shaping their learning through personal choice and interest in deciding what, and how, they would like to learn. By planning a breadth of high-quality learning opportunities, we continue to raise attainment and challenge our learners to progress. Raising attainment has been a key feature on our school improvement plan for the past four years and it continues to be a priority for 2020-2021.

Learning activities are fun and appropriately challenging to meet the individual needs of each learner in the multi-composite class. Learners benefit from the small school roll, with more 1:1 teacher time, this gives our learners plenty of opportunity to demonstrate their learning, creating effective assessment opportunities. We have used our PEF funding to provide individualised 1:1 support for our learners who need extra support in literacy and numeracy. By using our PEF funding in this way, we are striving to close the gap between our highest and lowest achievers by raising attainment.

Through classroom activities, partnerships, school trips and our school enterprise café we raise awareness of career opportunities. Our learners enjoy using the local environment for learning, e.g. our community garden and local beaches. This year we have employed another Learning Support Worker which means that we can enjoy our local environment on a regular basis now that we have enough staff to be able to provide outdoor learning out-with our school grounds. Learners experience a wide range of cultural and sporting events in our local community, although this year many of these opportunities were not available due to lockdown, our P.E teacher planned 'Sports Day at Home' so that our learners didn't miss out completely. Our Active Schools Co-ordinator has been working through Bikeability levels 1 and 2 with our learners.

Our learners enthusiastically make good use of digital technology to learn. This is something our learners really enjoy and are becoming much more confident with. Staff encourage our



learners to take on a variety of responsibilities in and out of school. All learners are members of our Pupil Council and all learners have daily jobs they are responsible for in school. There is a strong emphasis on supporting our learners to increase their confidence and self-esteem. Through presenting, leading events, fundraising and performing, our learners are becoming more and more confident and motivated to achieve. Having small pupil numbers means that all our learners have to take on responsibility in events such as our Christmas concert. This means that everyone gets the opportunity to increase their confidence and self-esteem on a regular basis because everyone needs to be involved in school events or they wouldn't be possible. This year we

created a little class stage for our classroom to give our learners a platform to present from.

### **How do you know? What evidence do you have of positive impact on learners?**

The North Roe School has a caring, family ethos, this has been developed through the positive relationships evident across our school community. The very supportive culture within the school is built on mutual trust and respect between staff, learners and their families. Our learners regularly learn about their rights at school, kindness is promoted and encouraged by all staff. We reward kindness through our class kindness bucket.

Individual learner profiles for literacy, numeracy and health & wellbeing, evidence pupil progression through early, first and second level. The small class size means that teacher judgement is well informed. Our teaching staff and our support staff get to know our learners knowledge & understanding, skills, attributes and capacities individually and in depth. Our curriculum rationale ensures that we plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learner's progress is tracked for all curricular areas using the benchmarks and for health & wellbeing, numeracy and literacy using our progression pathways. A range of assessment approaches evidence attainment and achievement including:

- Scottish National Standardised Assessments (although not for this academic year due to covid-19)
- Gloss maths assessments
- Sumdog diagnostic tests
- Sumdog multiplication tests
- BIG maths 'beat that' tests
- SEAL assessments
- Emerging Literacy assessments
- Single word spelling tests
- Writing assessments
- Higher order thinking skills reading questions (Blooms Taxonomy buttons)
- Jolly Phonics Reading tests
- Assessment is for learning strategies
- Self-assessments/peer assessments
- Shanarri assessments



Our learners enjoy coming to school and are enthusiastic about their learning. Responses at emotional check-in each morning make it clear that our learners are happy to be at school. Positive comments about learning and teaching are regularly received from parents and community members who follow updates on our school blog/facebook page. Teachers are involved in classroom observations each term to promote collegiate working in identifying key strengths and areas for development. This enables our teachers to look inward and work together to identify ways of improving our practice.

Our enterprise café was a huge success with learners gaining many skills for work and skills for life. Learners had to write an application form to apply for a job at our enterprise café. The standard of application forms was very high. Our learners learned some interview skills, they thought about their own personal skills and values that they could mention in their interview. Our learners performed extremely well in their interviews for our enterprise café. Since this is the second year we have done our Enterprise café, the progression and

improvement in all our learners was clear to see. Every learner worked extremely hard on the enterprise café day and it was evident that team working is a strength for many of our learners.

Our teachers have been focussing on developing and improving their own digital literacy skills as part of their own professional development this year. The Headteacher and class teacher both attended the Education Scotland Digital Learning training at the October in-service in 2019. As a result both the Headteacher and class teacher now feel much more confident in delivering the technologies curriculum. We have downloaded lots of new digital learning apps onto our school ipads and are supporting our learners to use them on a regular basis. Primary 6 and 7 have now taken on the responsibility of being 'Digital Leaders' in the school who will support and help the younger learners to learn to use the digital learning apps. Our learners are enthusiastic and confident using apps such as 'green screen' to enhance their learning experiences. We have also created accounts for all our learners on 'Scratch coding'. Throughout lockdown when the children were learning at home, we set coding challenges on Microsoft teams so that the children could continue their digital learning from home.

During lockdown our learners showed great resilience and managed to adapt to a completely different way of learning. All learners were very enthusiastic during live teaching sessions. We had a 100% attendance record for all live lessons using Vscene. Although lockdown came with many challenges, lockdown happened right in the heart of the lambing season which is one of the positives that we can take from the situation. Most of our families are involved in crofting so this was an ideal opportunity for our learners to get fully involved in helping their parents/grandparents with the lambing. This is an opportunity that the children would not have had if the schools had been open. As a result, most of our learners were able to learn many life skills throughout the lambing season as they took on extra responsibility with the family croft.

**Parent Audit Responses:**

- 100% of responses agreed/strongly agreed that their child enjoys learning at school.
- 100% of responses agreed/strongly agreed that their child's achievements in and out of school are recognised and celebrated.
- 100% of responses agreed/strongly agreed that their child benefits from school clubs and activities provided outside the classroom.



### **Staff Audit Responses:**

- 100% of responses agreed/strongly agreed that parents are fully involved in their child's learning.

### **Teaching Staff Audit Responses:**

- 100% of responses staff strongly agreed that staff regularly discuss how to improve achievement for all learners at both stage and whole-school level.
- 100% of responses staff strongly agreed that learners are given activities that meet their learning needs.
- 100% of responses staff strongly agreed that learners are involved in setting learning targets.
- 100% of responses staff strongly agreed that learners are provided with regular feedback on what they need to do to improve.
- 100% of responses staff strongly agreed that learners are provided with opportunities to evaluate their own work and that of others.
- 100% of responses staff strongly agreed that staff regularly ask for learners' views on how their learning experiences could be improved.
- 100% of responses staff strongly agreed that learners take an active part in their learning.

### **Learner Audit Responses:**

- 100% of responses agreed/strongly agreed that they enjoy learning at school.
- 100% of responses agreed/strongly agreed that their achievements in and out of school are recognised and celebrated.
- 100% of responses agreed/strongly agreed that they benefit from school clubs and activities provided outside the classroom.

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

- Create a more robust system for learners setting targets, especially in literacy.
- Create a digital learning progression pathway.
- Improve moderation processes at school and cluster level.
- Continue to build digital learning skills across the curriculum.
- Embed more robust reading assessments to enhance our literacy programme.
- Become a Rights Respecting School – achieve our Bronze award.
- Improve our tracking system for monitoring the progress of our learners with ASN.
- Create more opportunities for outdoor learning in our local area.
- Gather more loose parts to provide play-based learning opportunities.

### **Self-evaluation grade on the HGIOS 4 six-point scale: 3**



## Ensuring wellbeing, equality and inclusion (QI 3.1)

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

Our learners are happy and achieving. They are encouraged and supported to play an active role in our local, close-knit, rural community. Being a small school, staff know our learners and their families very well and are well placed to respond to individual needs and wellbeing – both socially, emotionally and academically. Wellbeing is paramount, our learners are making very good progress in developing their sense of physical, social, mental and emotional wellbeing. During lockdown while learners were learning at home, we focussed on our learners' mental health and put their health and wellbeing as our top priority.



Our learners enjoy two hours of physical education every week, fifty minutes is provided by a specialist P.E teacher. Staff, community members and outside agencies are involved in providing a variety of after school clubs. All our learners have the opportunity to go to the North Roe Youth Club which is run by Ability Shetland in the North Roe Hall every second Friday night. This provides our learners with additional support needs with the opportunity to socialise with their peers out-with school. Our learners with additional support needs also have the opportunity in the school holidays to attend holiday clubs. We work closely with partners such as Active Schools, Child Smile etc to provide more opportunities for our learners to support their wellbeing. We also work with our community partners to support the transition of learners from nursery to North Roe School and primary seven learners to Brae High School, e.g. pre-school service and seasons for growth.



Our staff are role models and set positive examples in all aspects of school life. Staff support learners and parents to be familiar with GIRFEC and the SHANARRI indicators. Learners have been self-assessing their own health & wellbeing, using the SHANARRI indicators, for four years now. Their knowledge and understanding of each indicator is steadily increasing. Learners are confident and are able to speak to an appropriate adult when they have a concern. Family circumstances and culture are supported positively by staff. Our learners thrive in an inclusive environment that takes account of and respects the needs and

rights of each individual. Our learners are becoming increasingly aware of their rights and responsibilities outlined in the UN Convention on the rights of the child.

Our Pupil Equity Funding plan aims to close the literacy and numeracy attainment gap by improving attainment for learners. Learners with additional support needs are receiving targeted 1:1 support to raise their attainment in literacy and numeracy. IEPs and GIRFEC plans are in place for learners as appropriate, learners and parents are involved in identifying achievable targets. The quality of pastoral care for learners and their personal and social development is very high. Staff provide high-quality support for all our learners based on a relationship of mutual respect and trust. We are an inclusive school so our staff are continually taking steps to ensure that barriers to learning are removed or minimised as much as possible. We are continuing to change and adapt our learning environment to make our school a more inclusive place for our learners who experience sensory overload.



All our learners are accepted as individuals for who they are. We learn about diversity and equality and what makes us unique and special. This year, in light of recent events, the Headteacher has invested money into buying a wide range of diverse books for our library. Staff are committed to making our library a place where everyone is represented in books because representation really matters. We celebrate diversity and challenge discrimination through books/learning activities that teach about important issues such as anti-racism and LGBT rights. Protected characteristics are a focus in our curriculum rationale so that age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are never barriers at North Roe School.

### **How do you know? What evidence do you have of positive impact on learners?**

Nurturing, positive relationships are evident across the school community. Our class charter (our classroom display on children's rights and responsibilities) is referenced quite often by learners and staff when explaining/modelling positive behaviour. Learner attendance is consistently high. We have had no incidents of bullying in the past five years. Learners are willing to share how they are feeling each morning at 'emotional check-in', they feel quite comfortable in sharing their feelings with staff and other learners.

Our Pupil Equity Funding plan put targeted support in place for our learners with the lowest attainment. Assessment results for literacy and numeracy such as Gloss tests, Emerging literacy assessments and SEAL assessments all show steady progression and raised

attainment. Our healthy eating award was introduced two years ago and the number of children eating healthy snacks at break time has stayed consistently high. Our new ASN teacher has updated our Individualised Education Plans and pupil passports. Our learners with complex additional support needs have their own individualised curriculum which is planned in their individual learning journals. Our learning support workers are taking responsibly each week for documenting evidence of engagement in their learning journals. Photographs of engagement not only evidence progression but they are also an example of the wide range of activities that are planned for our learners with additional support needs. Our ASN teacher is using the Milestones tracking sheets by Education Scotland to track and monitor progress. Our learning support workers are fully involved in tracking the progress of the learners they support. Our learning support workers regularly make valid suggestions which the ASN teacher acts upon to ensure we are continually improving outcomes for our learners.

During lockdown we had a Health & Wellbeing focus week. The Headteacher worked together with the other schools across our cluster to plan exciting learning activities for our learners and their families to complete at home. The health and wellbeing focus changed each day, over the course of the week we covered:

- Mental Health
- Growth Mindset
- Mindfulness
- Resilience
- Physical Health

The Health & Wellbeing focus week was very well received by our families. We tried to encourage our families to get outside. The week ended with 'Sports Day at Home' which was organised by our specialist P.E teacher.



#### **Parent Audit Responses:**

- 100% of responses agreed/strongly agreed that the school helps their child to be more confident.
- 100% of responses agreed/strongly agreed that their child feels safe in school.
- 100% of responses agreed/strongly agreed that their child is treated fairly at school.
- 100% of responses agreed/strongly agreed that staff knows their child as an individual and supports them well.

#### **Staff Audit Responses:**

- 100% of responses agreed/strongly agreed that all staff and learners respect each other.
- 100% of responses agreed/strongly agreed that staff treat all pupils equally.

- 100% of responses agreed/strongly agreed that they are treated fairly and with respect.

**Learner Audit Responses:**

- 100% of responses agreed/strongly agreed that the school helps them to be more confident.
- 100% of responses agreed/strongly agreed that they feel safe at school.
- 100% of responses agreed/strongly agreed that they are treated fairly and with respect at school.
- 100% of responses agreed/strongly agreed that staff know them as an individual and support them well.
- 100% of responses agreed/strongly agreed that they feel they can talk to teachers about anything worrying them.
- 100% of responses agreed/strongly agreed that they get help from staff when they need it.
- 100% of responses agreed/strongly agreed that staff listen to them and pay attention to what they say.
- 100% of responses agreed/strongly agreed that staff promote positive behaviour.



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

- Update and improve Shanarri self-assessments.
- Embed Shanarri in our curriculum rationale.
- Create a Shanarri journal/diary for each learner.
- Embed mindfulness strategies in our everyday practice, for staff and our learners.
- Become a Rights Respecting School – achieve our Bronze award.
- Monitor the progress and attainment of learners using the new SIC Health & Wellbeing progression pathway.
- Diversify our library with books to represent all different kinds of people.
- Link the United Nations Convention on the Rights of the Child to more of our H&W learning activities so that our learners understand the importance.
- Use our outdoor space more effectively to promote wellbeing.
- Improve our outdoor space to provide more opportunities for outdoor learning.

**Self-evaluation grade on the HGIOS 4 six-point scale: 3**

## Raising attainment and achievement (QI 3.2)

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

Our school ethos is built on supporting our learners to reach their full potential in life. By planning a breadth of high-quality and fun learning opportunities for our learners, we continue to raise attainment and achievement and challenge our learners to progress through the appropriate level of a Curriculum for Excellence. Most learners are successfully progressing in all curricular areas at appropriate levels, some learners have exceeded these. Those who are not attaining appropriate levels are receiving

additional support to remove any barriers to learning and ensure they are progressing at the appropriate rate. We have used our PEF funding to provide 1:1 support for learners who need extra support in literacy and numeracy. We track progress using the benchmarks for each individual pupil to ensure we are continuously raising attainment. We also track progress using our progression pathways for numeracy, literacy and health & wellbeing.



We created individual learner profiles for literacy, numeracy and health & wellbeing, four years ago. The profiles are now building a clear picture of attainment over time, as we now have evidence of achievement of a level for each individual learner. Along with benchmarking, we are also tracking attainment results from a range of assessments to



evidence attainment over time. This information has helped to inform confident teacher judgements. We use the following assessments once or twice a year to evidence of attainment:

- Gloss maths assessments
- Sumdog diagnostic tests
- SEAL maths assessments
- BIG Maths beat that tests
- Sumdog multiplication accuracy tracking
- Single Word Spelling Tests
- Northern Alliance Emerging Literacy phonological awareness assessments
- Jolly Phonics reading assessments
- SNSA (Scottish National Standardised Assessments) not this year due to covid-19

All results are recorded to show trends and results over time, from early – second level.

Raising attainment has been a key priority on our school improvement plan for 5 years now, significant improvements have been made in raising attainment for all learners in the areas we have focussed on. Last year we focussed on encouraging reading for enjoyment as part of our raising attainment in literacy priority. We are carrying this priority forward this year since reading for enjoyment is one of the biggest indicators of academic success.

Our learners are active participants in our local community. With the school at the heart of the community, our learners plan events throughout the year to welcome the local community into the school or our local hall. For example, last year our learners planned a fundraiser for the Shetland MRI Scanner. They organised a talent show, raffle and auction in the North Roe Hall. They raised an amazing £3278.30 for the MRI Scanner. This was a testament to what a small school can achieve. Our learners did not expect to raise so much money for the scanner but their reputation for putting on an excellent show precedes them. Through advertising and word of



mouth, lots of people from the community and out-with, came to support the children and donated generously. This made all their hard work worthwhile and our learners could see what amazing things they can achieve when they put their mind to something. Our learners also organise a Christmas party each year for all the senior citizens in North Roe and Lochend, our local senior citizens look forward to their Christmas party at North Roe School each year. Our learners also run an enterprise café for a day where the community can book a table for lunch. A lot of hard work goes into the Enterprise café and as a result, the children learn lots of life skills. Each learner has to write an application to apply for a job in the café, they then get invited to an interview and offered a job. The learners work together, using their literacy and numeracy skills to design the menu, write the shopping list etc all while budgeting to ensure they make a profit. This is one way in which we are developing the young workforce. Our learners also organised fundraisers for CLAN and children in need last year. In December they put on a Christmas concert for the whole community in the North Roe Hall. They also organise our annual Sunday teas fundraiser in our local hall to raise money for our school fund.



Citizenship skills are developing as a result of active engagement with the school community and participation in a range of learning activities. We are committed to 'learn locally but think globally'. We support our learners to become global citizens by empowering them to believe that they can make a positive impact on the world. Pupil voice is very important to the life of our school. Positive relationships with staff means that our learners are confident to put forward their ideas and opinions to contribute to the life of our school. All of our learners serve on our pupil council. We put a lot of time and resources into promoting equity of success and achievement for all our learners. Our learners who experience barriers to learning have extra, targeted support and a range of resources that we have fundraised to buy. We also use our PEF funding to provide 1:1 support for our learners who need support with their attainment in numeracy and literacy.



In order to promote equity of success and achievement for all our learners, we have begun our journey towards a play based learning approach. Our learners with additional support needs who have an individualised curriculum, already have lots of play based learning opportunities planned for them. Our staff are now working towards a play based learning approach across the whole school that suits the individual needs of all our learners. This year we have been gathering lots of loose parts to encourage play based learning in the classroom and also in our outdoor learning environment. We have different areas set up around the classroom with resources set out to inspire play based learning. Our staff are committed to providing more learning through play experiences across the curriculum.

### **How do you know? What evidence do you have of positive impact on learners?**

As previously mentioned, our individual learner profiles for literacy, numeracy and health & wellbeing, evidence pupil progression through early, first and second level. We track attainment for all curricular areas using the benchmarks, and for numeracy, literacy and health & wellbeing, using our progression pathways. A range of formative and summative assessments (listed above) evidence that we have raised attainment and achievement. SEAL assessments, the power of 2 & 'toe by toe' tracking all show raised attainment in numeracy & reading for our learners who receive 1:1 targeted support as part of our PEF plan.

Learners successes and achievements are celebrated regularly. Our 'Hot Choc Friday' reward has helped to increase learners confidence and self-esteem and motivated them to achieve to the best of their ability and go 'over and above'. We have a reading rewards system in place to encourage our learners to read for enjoyment. The bronze, silver and gold awards were designed by the learners and as a result, our learners are motivated to progress through



them. These rewards are also an effective way of tracking each learners progress through their individual reading journals. We also have a multiplication rewards system in place which allows our teaching staff to track attainment and celebrate achievement. Our learners respond very well to praise, achieving these rewards seems to motivate them to achieve further. We have high attendance

levels which are consistent. Our learners enjoy coming to school and are enthusiastic about learning. We are a fully inclusive school, our learners with complex ASN receive 1:1 support to be able to access their individualised curriculum.

#### **Parent Audit Responses:**

- 100% of responses agreed/strongly agreed that their child is progressing well.
- 100% of responses agreed/strongly agreed that their child is encouraged and stretched to work to the best of their ability.
- 100% of responses agreed/strongly agreed that the school keeps them well informed about their child's progress.

#### **Learner Audit Responses:**

- 100% of responses agreed/strongly agreed that they are making good progress in school.
- 100% of responses agreed/strongly agreed that they are encouraged to work to the best of their ability.
- 100% of responses agreed/strongly agreed that their teachers tell them how they are doing and how they can improve.

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

- Continue to provide individualised, targeted support for our learners who are not attaining appropriate levels, using our PEF funding.
- Continue to focus on raising attainment in literacy with reading being a key priority in our school improvement plan.
- Improve the range of assessments available for assessing reading and comprehension skills to support our tracking of reading attainment over time.
- Update our class system for setting and reviewing learning targets.

**Self-evaluation grade on the HGIOS 4 six-point scale: 3**

## SECTION 3: ACTION

### School Development Priorities

Session	Areas for Development
2019-2020	Raising attainment and achievement in Literacy
	Progression in Health & Wellbeing
	Digital Learning
	Transitions to High School
2020-2021	Recovery and Health & Wellbeing
	Outdoor Education
	Raising attainment and achievement in Literacy
	Transitions to High School

### School Improvement Plan 2020/2021

#### Factors Influencing the Improvement Plan

##### School factors

- To ensure learning and teaching raises attainment and closes the attainment gap.
- To ensure we support our school community to adjust to and recover from the covid-19 pandemic.
- Self-evaluation activities with the Parent and Pupil Councils to highlight areas for improvement.
- Self-evaluation activities with our staff to highlight areas for improvement.

##### Local authority factors

- Quality Assurance visits with the schools
- Quality Improvement Officer.
- SIC Schools & Quality Improvement Service Plan (2017 – 2020)



- Self-evaluation activities undertaken at Head Teacher development days
- SIC Quality Improvement Framework
- SIC NIF Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018

### National factors

- National Improvement Framework (NIF)
- Getting it Right for Every child (GIRFEC)
- How Good Is Our School (HGIOS) 4<sup>th</sup> Edition
- Curriculum for Excellence (CfE)
- Developing the Young Workforce (DYW)
- “Learning Together”: Scotland’s national action plan for parental involvement etc.



## A curriculum framework to meet the needs of all learners 3 to 18 *A schematic guide for curriculum planners*

<p style="text-align: center;"><b>Values</b></p> <p style="text-align: center;">Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p style="text-align: center;"><b>The curriculum: ‘the totality of all that is planned for children and young people throughout their education’</b></p> <ul style="list-style-type: none"> <li>• Ethos and life of the school as a community</li> <li>• Curriculum areas and subjects</li> <li>• Interdisciplinary learning</li> <li>• Opportunities for personal achievement</li> </ul>	<p style="text-align: center;"><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• Engaging and active</li> <li>• Setting challenging goals</li> <li>• Shared expectations and standards</li> <li>• Timely, accurate feedback</li> <li>• Learning intentions, success criteria, personal learning planning</li> <li>• Collaborative</li> <li>• Reflecting the ways different learners progress</li> </ul>
<p style="text-align: center;"><b>Experiences and outcomes set out expectations for learning and development in:</b></p> <ul style="list-style-type: none"> <li>• Expressive arts</li> <li>• Languages and literacy</li> <li>• Health and wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• Mathematics and numeracy</li> <li>• Religious and moral education</li> <li>• Sciences</li> <li>• Social studies</li> <li>• Technologies</li> </ul> <p>Curriculum levels describe progression and development.</p>		<p style="text-align: center;"><b>All children and young people are entitled to experience</b></p> <ul style="list-style-type: none"> <li>• a coherent curriculum from 3 to 18</li> <li>• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment</li> <li>• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities</li> <li>• opportunities for developing skills for learning, skills for life and skills for work</li> <li>• opportunities to achieve to the highest levels they can through appropriate personal support and challenge</li> <li>• opportunities to move into positive and sustained destinations beyond school</li> </ul>
<p style="text-align: center;"><b>Personal support</b></p> <ul style="list-style-type: none"> <li>• review of learning and planning of next steps</li> <li>• gaining access to learning activities which will meet their needs</li> <li>• planning for opportunities for personal achievement</li> <li>• preparing for changes and choices and support through changes and choices</li> <li>• pre-school centres and schools working with partners</li> </ul>	<p style="text-align: center;"><b>Principles for curriculum design:</b></p> <ul style="list-style-type: none"> <li>• Challenge and enjoyment</li> <li>• Breadth</li> <li>• Progression</li> <li>• Depth</li> <li>• Personalisation and choice</li> <li>• Coherence</li> <li>• Relevance</li> </ul>	<p style="text-align: center;"><b>Arrangements for</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Qualifications</li> <li>• Self-evaluation and accountability</li> <li>• Professional development</li> </ul> <p style="text-align: center;"><b>support the purposes of learning</b></p>

<b>Priority 1: Recovery and Health &amp; Wellbeing</b> School Target: Learners to be able to self-assess their own Health & Wellbeing and manage emotions appropriately.		National Factor: Getting it Right for Every Child National Improvement Framework Drivers: Assessment of Children’s Progress Quality Indicators (HGIOS 4): 3.1			
<b>What do we want to achieve for our learners?</b> A supportive school community to ensure each family is supported throughout the pandemic and as we recover from it. Increased resilience in light of recent events. Improved emotion control and coping strategies. Updated and improved Shanarri self-assessments. Become a Rights Respecting School More mindfulness activities in the classroom. Parents to have an active role in supporting their child’s health & wellbeing. Improved attainment in Health & Wellbeing	<b>How exactly are we going to do it?</b> Resilience and mental health will be key priorities in our H&W curriculum this year. Activities planned will support our learners to focus on their own wellbeing and the wellbeing of our school community so that they can receive and provide support. Introduce a personal Shanarri diary for learners to use at school/home to self-assess their own health & wellbeing. Focussing on two indicators each term: Term 1 – Safe and healthy Term 2 – Achieving and nurtured Term 3 – Active and respected Term 4 – Responsible and included Use mindfulness activities in the classroom with all staff and learners. Embed our new Health & Wellbeing progression pathway to use for assessment and planning next steps for learners. Use PEF funding to provide more 1:1 support for our learners with additional support needs. Achieve our bronze award and work towards achieving our silvers RRS award.	<b>Personnel</b> HT Class teachers  HT  Class teachers Class teachers HT LSA Everyone	<b>Time Scale</b> Aug – Jul  August  Aug - Jul  Aug - Dec  Aug - Jul  Aug - Jul	<b>Resources</b> - Individual Shanarri learner diaries - Wellbeing wheel assessments - Health & Wellbeing benchmarks - Health & Wellbeing progression pathway - PEF funding - Mindfulness activities - Emotions fans - Calm kit - Sensory room - IEPs - SALT resources - Learner H&W profiles - Milestones to support learners with complex additional support needs - Learner passports - Social stories	<b>Monitoring and evidence</b> <u>Gather Views</u> Parents, learners and staff will be consulted through our school audit, parent and pupil council meetings, staff meetings and virtual parents evenings. <u>Evaluate Data</u> Progression will be evidenced in individual Shanarri diaries. Wellbeing web assessments might evidence progression. Progress will be tracked using the benchmarks & our H&W progression pathway. <u>Directly Observe</u> Staff will observe learners during H&W learning activities and have learning conversations to assess progress. Staff will observe each other to self-evaluate and improve.

<b>Priority 2: Outdoor Education</b> School Target: Improving the quality of outdoor learning in our school grounds and in our school community.		National Factor: Getting it Right for Every Child National Improvement Framework Drivers: Assessment of Children’s Progress Quality Indicators (HGIOS 4): 2.3 and 3.1			
<b>What do we want to achieve for our learners?</b> Improved school grounds to provide rich outdoor learning experiences.  Learners to develop life skills through outdoor learning experiences.  Build capacity in our staff so that our staff are confident to plan and undertake exciting outdoor learning experiences.  More opportunities for learners to explore our school community, appreciate nature and make the best use of the local beaches etc.  Enjoyment of the outdoors and an understanding of how the outdoors is good for our mental health.	<b>How exactly are we going to do it?</b> Improving our outdoor ‘mud kitchen’ to facilitate more play based learning opportunities and create a ‘small world play’ area in our playground for imaginative play.  Create a learning space outside with seating and a writing area for learning and teaching.  Use Ability Shetland funding to source a bike for our learners with complex ASN to use so they can be included in cycling activities.  Create ‘grab ‘n’ go packs’ with learning activities from early – second level so that we can regularly make the most of opportunities to explore our local environment.  Create a woodwork bench outside for learners to use for completing STEM activities and make better use of our school potting shed.  Outdoor Education staff training.  Plan regular mindfulness activities outside and link learning experiences to our H&W curriculum.  Create a calendar of planned outdoor education opportunities for the school year alongside an outdoor learning policy.	<b>Personnel</b> HT Janitor Learners  Janitor  HT  HT Class teachers  Janitor Class teachers  Staff  Class teachers  HT	<b>Time Scale</b> Aug - Oct  Aug - Oct  Aug  Aug – Jun  Aug - Oct  Oct in-service  Aug – Jun  Sept	<b>Resources</b> - Wood etc - Mud kitchen resources - Various natural materials - Chalk paint - Potting shed - Backpacks - Outdoor activity instructions & resources - Waterproof suits - Various tools for children - STEM challenges - ‘Dirty Teaching’ book by Juliet Robertson - Mindfulness activities - Shanarri journals - Outdoor learning policy - Outdoor calendar of events	<b>Monitoring and evidence</b> <u>Gather Views</u> Parents, learners and staff will be consulted at parent council meetings, staff meetings, virtual parents evenings and through our school audit.  <u>Evaluate Data</u> Life skills will be tracked and progression will be evidenced through photos of engagement. Individual progress will also be tracked using the benchmarks and school/staff progress by evaluating HGIOS QI 2.3  <u>Directly Observe</u> Staff will observe learners taking part in learning activities outside and have learning conversations to assess progress. Staff will observe each other to self-evaluate and improve.

<b>Priority 3: Raising Attainment in Literacy</b> School Target: Learners to make very good progress from their prior levels of attainment in literacy by improving reading and comprehension skills.		National Factor: Raising Attainment National Improvement Framework Drivers: Assessment of Children’s Progress Quality Indicators (HGIOS 4): 3.2			
<b>What do we want to achieve for our learners?</b> A positive reading culture throughout the school where learners regularly read for enjoyment. Improved attainment in reading and improved comprehension skills. Updated and improved library area. Enhanced literacy programme with more opportunities for reading assessment. Learners to experience more genres of text on a regular basis. P6-7 learners to have an active role in leading sessions in the library and supporting p1-5 learners. A more robust system for setting/reviewing targets.	<b>How exactly are we going to do it?</b> Embed our new personal rewards system to motivate & encourage learners to read at school/home. Use blooms taxonomy comprehension questions to track progression through the stages (remember, understand, analyse, apply, evaluate and create) and enable higher order thinking skills. Use assessment for learning opportunities to evidence progression and attainment, using our literacy progression pathway to assess and plan next steps in reading for learners. Source online comprehension resources to use alongside our existing ORT and Literacy World resources to enhance our literacy programme. Purchase new books for our school library to broaden the range available and provide more challenging texts for our more able readers. Organise p6-7 ‘librarian’ helpers to lead library sessions once a week. Purchase the PM Benchmark kit for assessing reading and comprehension skills from early to second level. Set targets in reading journals.	<b>Personnel</b> Class teachers Class teachers Class Teachers HT Clerical Assistant HT p6-7’s Clerical Assistant	<b>Time Scale</b> Aug - Oct Aug - Jun Aug - Jun Aug - Sept Aug - Jun October October	<b>Resources</b> - Individual learner reading profiles - Certificates - Awards (books) - Blooms Taxonomy question buttons - Literacy World comprehension books - Oxford Reading Tree comprehension books - Ipads/laptops - Comprehension assessments - Reading benchmarks - Literacy progression pathway - School fund to purchase new books - Borrowing books logging system - Librarian timetable - PM Benchmark Kit - Highland Literacy Comprehension resources	<b>Monitoring and evidence</b> <u>Gather Views</u> Parents, learners and staff will be consulted during virtual parent and pupil council meetings, staff meetings, parents evenings and audits. <u>Evaluate Data</u> Attainment will be evidenced in individual learner profiles. Reading and comprehension assessments will evidence progression. This will be tracked using the benchmarks/our literacy progression pathway. <u>Directly Observe</u> Staff will observe learners reading and comprehension skills in action and have learning conversations to assess progress. Teachers will observe each other to self-evaluate and improve.

<b>Priority 4: Transitions</b> School Target & Cluster Priority: Effective transition arrangements in place that fully support and meet learners' social, emotional and learning needs.		National Improvement Priorities: Raising Attainment National Improvement Framework Drivers: Assessment of Children's Progress Quality Indicators (HGIOS 4): 2.6 and 3.1			
<b>What do we want to achieve for our learners?</b>  Learners and parents to be actively involved in planning transitions.  Involve other agencies to ensure an effective transition for all learners.  Support induction into the next phase of learning to get to know new teachers and the new environment.  Effective partnership working to track progress and share p7 profiles.  Experience plenty of opportunities to get to know children from other schools who will also be transitioning.  Learners to be supported mentally, socially, emotionally & physically.	<b>How exactly are we going to do it?</b>  Create a 'meet the teacher' pack.  Have a transitions night for p7 learners and their parents.  Work collegiately with colleagues from the support base at Brae High School to organise and plan transition activities.  Take primary 7 learners to Brae High School for a tour around the building and to meet the Head Teacher and some members of staff.  Evidence progression and attainment, using the primary 7 profile format from Brae School to share with teachers at Brae High School.  Take primary 7 learners to a range of planned transition activities: - Social fitness sessions at Northmavine schools - Outdoor activities days - P7's maths day at Brae High School - p7's writing day at Brae High School - Final transition days at Brae High School  Encourage p7 learners to use the 'wish jar' to voice any questions/concerns they may have about transitioning to Brae High School.	<b>Personnel</b>  HT  HT  HT Support Base Staff  HT  Class Teachers  Class Teachers  Class Teachers	<b>Time Scale</b>  May - Jun  February  Sep - Jun  May  Aug - Jun  Aug - Jun  Aug - Jun	<b>Resources</b>  - Individual learner profiles - Progression pathways - Benchmarks - Map of Brae School - Meet the teacher information pack - Wish jar - Worry monster - Microsoft Teams - p7 profile	<b>Monitoring and evidence</b>  <u>Gather Views</u> Parents, learners and staff will be consulted during the transition night, parent and pupil council meetings, staff meetings, virtual parents evenings and audits.  <u>Evaluate Data</u> Attainment will be evidenced in individual p7 learner profiles. P7 profiles will be evaluated to further improve them. P7 achievement will be tracked using the benchmarks.  <u>Directly Observe</u> Staff will observe learners throughout transition activities to support their participation and engagement with p7 learners from other schools.



# Overview of our School Improvement Plan

Our plan for 2020-2021 to make our school even better!

**Our vision** IS TO BE  
a vibrant community  
of learning  
**AND AMBITION**  
where together we  
support each other  
to reach our  
full potential  
in life.

## 1 Recovery and Health & Wellbeing

- A supportive school community to ensure each family is supported throughout the pandemic.
- Increased resilience in light of recent events.
- Improved emotion control and coping strategies.
- Updated and improved Shanarri self-assessments.
- Become a Rights Respecting School.
- More mindfulness activities.
- Parents to have an active role in supporting their child's health & wellbeing.
- Improved attainment.

## 2 Outdoor Education

- Improved school grounds to provide rich outdoor learning experiences.
- Learners to develop life skills through outdoor learning experiences.
- Build capacity in our staff so that our staff are confident to plan and undertake exciting outdoor learning experiences.
- More opportunities for learners to explore our school community, appreciate nature and make the best use of the local beaches etc.
- Enjoyment of the outdoors and an understanding of how the outdoors is good for our mental health.

## 3 Raising Attainment in Literacy

- A positive reading culture throughout the school where learners regularly read for enjoyment.
- Improved attainment in reading and improved comprehension skills.
- Updated and improved library area.
- Enhanced literacy programme with more opportunities for reading assessment.
- Learners to experience more genres of text on a regular basis.
- P6-7 learners to have an active role in leading sessions in the library, supporting p1-5 learners.
- A more robust system for setting/reviewing targets.

## 4 Transitions to High School

- Learners and parents to be actively involved in planning transitions.
- Involve other agencies to ensure an effective transition for all learners.
- Support induction into the next phase of learning to get to know new teachers and the new environment.
- Effective partnership working to track progress and share p7 profiles.
- Experience plenty of opportunities to get to know children from other schools who will also be transitioning to S1.
- Learners to be supported mentally, socially, emotionally & physically.

How can you help?

Parents:

- Engage in school events (virtually for the time being!)
- Be positive about school and learning when talking to your child
- Attend parent council meetings and work together with other parents
- Support your child's learning at home (family learning choice boards)
- Volunteer to help with priorities of interest on the improvement plan.

Pupils:

- Take ownership of your learning and be an independent learner.
- Talk about your learning and next steps, set targets for yourself.
- Have a positive attitude towards learning (you can do it!)
- Develop a growth mindset (never give up!)
- Work hard, be confident and challenge yourself.

North Roe Primary School  
Working Time Agreement  
Session 2019-2020



School day = 6 hours 10 mins  
Not including breaks = 5 hours

9.00am - 10.45am (1 hour 45 mins)	Break time 15 mins	11.00 – 12.30pm (1 hour 30 mins)	Lunch time 55 mins	1.25pm – 3.10pm (1 hour 45 mins)
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Configuration of time within 35 hour week: Head Teacher

Activity	Hours per week (35 hour week)	Hours per year (x39 weeks)
Class Contact (teaching)	16	624
HT Administration	8.5	331.5
Personal (Preparation & Correction)	7.5	292.5
Remaining Time	3	117
<b>Total</b>	<b>35</b>	<b>1,365</b>

Breakdown of remaining time (117 hours per year)

Activity	Hours per year
In-service (5 x 6 hours)	30
Parent consultation & preparation	3
Collegiate activity	8
Report writing, tracking & monitoring	14
Forward planning & evaluations	16
Professional review & development	7
Staff meetings	8
GIRFEC meetings & preparation	6
Curricular development	10
Flexibility hours (to include) - concerts - fundraisers - visiting other schools - any other school related event	15
<b>Total</b>	<b>117</b>

In addition, each member of staff is contracted to undertake 35 hours of CPD (Continuing Professional Development). This may include attendance at courses, professional reading, curricular development, after school clubs, visiting other schools etc. Staff should maintain their own individual CPD log on their My GTCS account. This will provide a basis for discussion during the staff review process (PRD every June), and for the GTCS sign-off year (every 5 years).

# North Roe Primary School

## Working Time Agreement

### Session 2019-2020



School day = 6 hours 10 mins  
Not including breaks = 5 hours

9.00am - 10.45am (1 hour 45 mins)	Break time 15 mins	11.00 – 12.30pm (1 hour 30 mins)	Lunch time 55 mins	1.25pm – 3.10pm (1 hour 45 mins)
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Configuration of time within 14 hour week: Class teacher 1.5 days & ASN teacher 0.5 days

Activity	Hours per week (14 hour week)	Hours per year (x39 weeks)
Class Contact	8.5	331.5
Personal (Preparation & Correction)	3	117
Remaining Time	2.5	97.5
<b>Total</b>	<b>14</b>	<b>546</b>

Breakdown of remaining time (97.5 hours per year)

Activity	Hours per year
In-service (2 x 6 hours)	12
Parent consultation & preparation	4
Report writing, tracking & monitoring	14
Forward planning & evaluations	12
Professional review & development	2
Staff meetings	8
Collegiate activity	8.5
IEPs	7
GIRFEC meetings & preparation	9
Curricular development	5
Flexibility hours (to include) - ASN paperwork - concerts - fundraisers - visiting other schools - any other school related event	16
<b>Total</b>	<b>97.5</b>

In addition, each member of staff is contracted to undertake 35 hours of CPD (Continuing Professional Development). This may include attendance at courses, professional reading, curricular development, after school clubs, visiting other schools etc. Staff should maintain their own individual CPD log on their My GTCS account. This will provide a basis for discussion during the staff review process (PRD every June), and for the GTCS sign-off year (every 5 years).