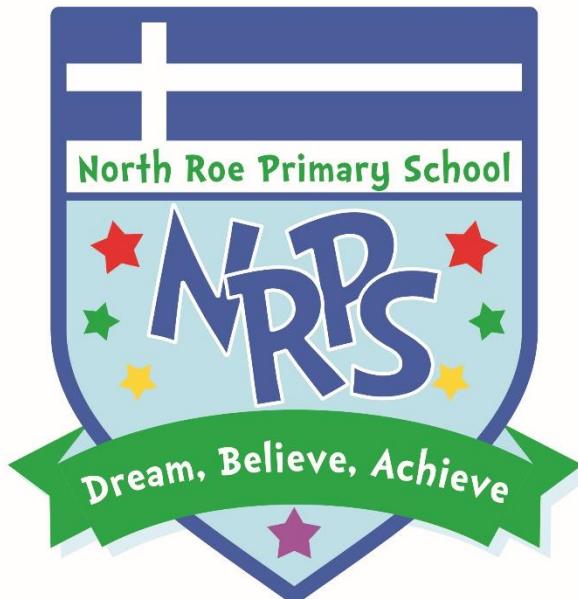


# North Roe Primary School

## Standards & Quality Report and School Improvement Plan



## September 2021

This report covers the session 2020-21. 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.

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### 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

RRS: Rights Respecting Schools

## SECTION 1: OUR SCHOOL

### Introduction

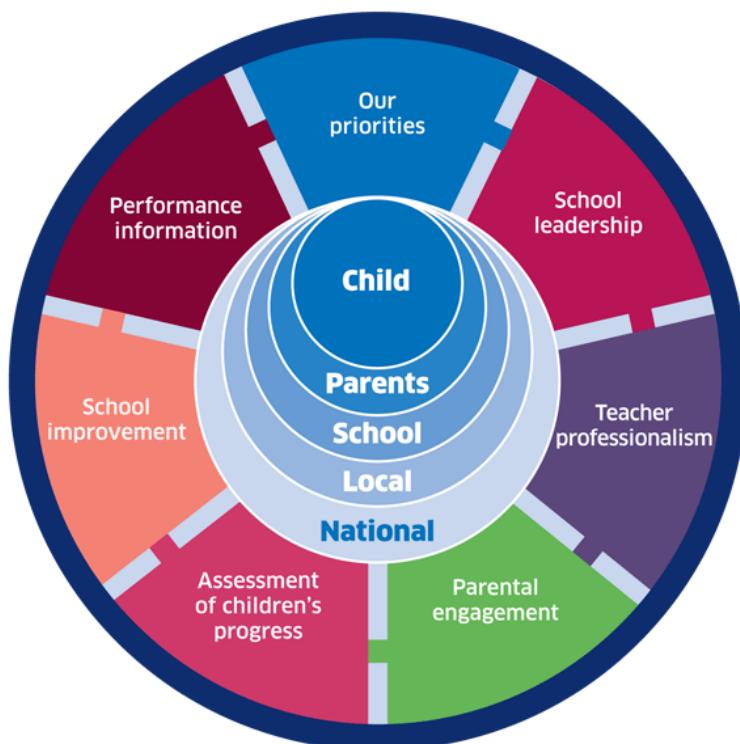
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2021-22. 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 early years setting attached to Urafirth Primary or Brae Primary.



The original 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 schools 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, Mrs Hannah Johnson, 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. We also now have a day cleaner in school each day as part of our covid-19 mitigations. 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 2021/2022 stands at 14, with learners in P1, P2, P3, 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 Methodist Church, took our school assembly at least once a term, prior to covid-19. The school is also close to the North Roe Hall. Before the pandemic the school made very good 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 would 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 that feed into Brae High School. The other cluster schools are Ollaberry, Urafirth, Lunnasting, Mossbank and Brae Primary School.

Before the pandemic hit, the school had an 'open door' policy where parents could speak with staff at the beginning and end of the school day. More formal appointments could be made by contacting the school. Parents were 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 were given the opportunity to meet with staff termly, or more frequently if required. Due to the covid-19 mitigations in place, parents have only been able to speak with staff over the phone, in online meetings or via e-mail.

### The impact of COVID-19 on the School Community

Our school community has shown great resilience throughout the pandemic. Almost all of our parents and carers have been key workers throughout the pandemic. Some parents have been working from home and some returned to work when lockdown ended and their place of work opened again. The main source of employment in our school community is agriculture, the majority of our parents and carers are involved in crofting. When the first lockdown hit, the lambing/calving season was just about to begin so it was almost 'business as usual' for many families in North Roe. This meant that for some of our learners, their usual springtime routine did not change too much, they still had to be out of the house every day, helping with the calving and the lambing. This is one example of why our learners did not feel so 'locked in' throughout the lockdown. Our families are fortunate to live in a rural place where they all have houses with gardens and plenty of open space around them, where they could safely get outside each day. It was difficult for our school community to not be able to socialise with family and friends, North Roe/Shetland is quite a 'tight-knit'

community where most people are used to seeing their family and friends regularly. The biggest change in routine was obviously the schools closing. A 'hub' was created at the Brae School for the children of key workers and children with additional support needs, however our families who were entitled to use the hub chose to keep their children at home throughout the first lockdown. Although it was challenging at times, parents did a great job of supporting their children to learn from home. All learners engaged in learning from home and slowly adapted to learning online. While the pandemic has been very challenging for our school community, there are also some positives that we can take away. The impact of Covid-19 on our school community has been summarised in the table below:

Positives	Challenges
Huge progress made with digital learning and remote learning. Staff, learners and parents have all been upskilled.	Remote learning was challenging at times with connectivity issues in our rural location and siblings sharing devices.
We made much better use of the outdoor environment when learners returned to school, improving outdoor education experiences for all our learners.	Mental health became more of a concern as anxiety levels increased, especially in the first lockdown. People were understandably anxious about Covid-19.
Learning from home helped to increase the independence of our learners and they learned lots of new 'life skills' at home.	No social events in the school/local community and not being able to visit family and friends increased feelings of isolation.
Cleaner school building as a result of a day cleaner being appointed to every school.	The attainment gap widened as a result of some learners engaging with learning from home more than others.
More/better handwashing meant that less spew bugs/colds etc. went around school.	School improvement and PEF plans have been less effective with the schools staying closed for so long.
Staff have been able to attend more training due to all training being held online. Previously staff would have had to travel to Lerwick or mainland Scotland to attend any training courses.	Parents who were working from home had to juggle work life with home life and supporting their children who were learning at home.

## The school vision, values and aims

At North Roe Primary School, the community works together to support all of our learners to 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 Values

- N** Nurturing Kindness
- R** Respect for Everyone
- P** Perseverance to Succeed
- S** Supporting Inclusion

NRPS we will always try our best!

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

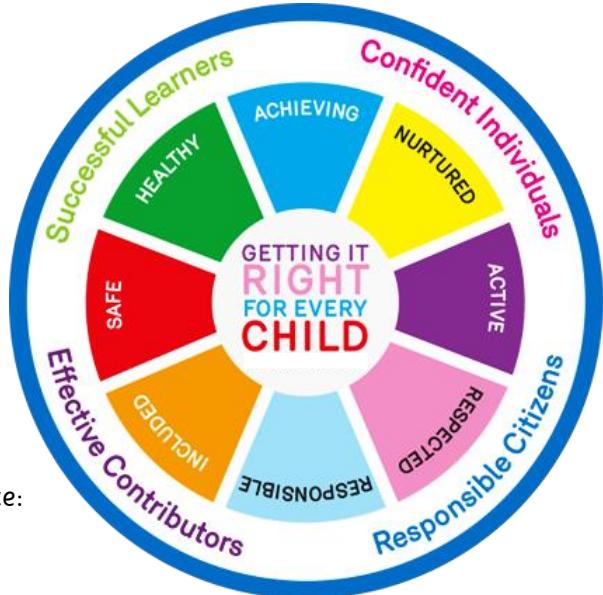
- ❖ Engaging learners in the highest quality learning activities to develop a culture of creativity, ambition and achievement.
- ❖ Providing a safe, caring, happy and stimulating environment in which each learner is valued and supported.
- ❖ Fostering high quality leadership and management at all levels.
- ❖ 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:

- ◆ Nurturing Kindness
- ◆ Respect for Everyone
- ◆ Perseverance to Succeed
- ◆ Supporting Inclusion

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 consults a range of stakeholders.

These include:

- All parents
- Our learners
- Community partners
- All staff
- Quality Improvement Officer

Prior to the pandemic, we had a lot more opportunities to consult and collaborate with our stakeholders. When it is safe to do so, we will get back to collaborating in person, and in more of the ways we used to. Whilst we have been able to collaborate virtually throughout the pandemic, some of the most effective ways we used to collaborate with our stakeholders have not been possible.

### 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.

### Views of Staff

The following arrangements are in place to encourage staff engagement in the life of the school:

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

## Parental Engagement

In order to encourage parental engagement in the life of the school, the following arrangements were in place. Due to Covid-19 mitigations, we have not been able to invite parents into school this year. We plan to invite parents back into school as soon as it is safe to do so. We hope that all the arrangements listed below will be back in place at some point throughout 2021-2022.

- ◆ 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.

## Engaging Community Partners

As mentioned above, we have also not been able to invite out community partners into school this year due to Covid-19 mitigations. In order to engage our community partners in the life of the school, the following arrangements were in place. We hope that all of these arrangements will be back in place as soon as it is safe to do so:

- ◆ 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 Makkers' knitting group is run by community partners.
- ◆ Community partners volunteer to help with the upkeep of our school grounds



## Collaboration and consultation with our stakeholders 2020/21

Who?	When?	How?	What did we find out?
Staff	Various times throughout the school year 2020-2021  School Audit June 2021	- Staff PRDs - Self-evaluation - Staff meetings - Classroom observations - Forward planning - Tracking and monitoring meetings - Staff audit questionnaire	- Staff found working from home more difficult and less enjoyable. - Teaching staff would like to collaborate more with the learners when creating forward plans. - Tracking and monitoring highlighted multiplication as an area for improvement. - Play pedagogy requires more staff to be most effective.
Children and young people	Various times throughout the school year 2020-2021  School Audit June 2021	- Pupil Council meetings - Learning conversations/observations - Pupil audit questionnaire - Learner evaluations/feedback	- Learners are happy in school. - Learners want more time outside to grow different things. - All learners want to be on the Rights Respecting Schools and Eco Committee and help towards achieving our bronze award and green flag. - Learners would like more time for coding activities, STEM & woodwork.
Parent and Carers	Various times throughout the school year 2020-2021  School Audit June 2021	- Parents evenings - Parent audit questionnaire - Parent Council - GIRFEC review meetings - Feedback and conversations	- Parents are very positive about our school staff, building, curriculum and inclusive family ethos. - Parents are really missing school community events such as our concert. - Parents would like to see the school grounds tidied. - Parents would like to see more opportunities for coding activities.
Community and other stakeholders	Various times throughout the school year 2020-2021  School Audit June 2021	- GIRFEC review meetings - School audit questionnaire - Volunteering - Feedback and conversations	- Engagement with community partners has been limited this year due to the Covid-19 mitigations in place. Next year we need to engage more regularly with all of our community partners.



# Standards & Quality Report

## 2021-2022



## Progress made with the Priorities from our 2020-21 School Improvement Plan

NIF PRIORITIES	NIF DRIVERS			
<ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children and young people's health and wellbeing</b></li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p>(highlight as appropriate)</p>	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement <b>Assessment of Children's Progress</b> <b>School Improvement</b> Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	<b>3.1 Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

### Priority 1: Recovery and Health & Wellbeing

School Target: Learners to be able to self-assess their own Health & Wellbeing and manage emotions appropriately.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Increased resilience for all our learners to support them throughout the pandemic and as we recover from it.</p> <p>Improved emotion control and coping strategies for all our learners as they adjusted to being back in school.</p> <p>More mindfulness activities in the classroom for all our learners on a weekly basis.</p> <p>Improved attainment in Health &amp; Wellbeing</p>	<ul style="list-style-type: none"> <li>- Invested in children's books to support emotional literacy.</li> <li>- Introduced a class 'Worry Monster'.</li> <li>- Updated/ improved our Shanarri self-assessments and created a personal Shanarri journal &amp; a 'book of feelings' for each learner.</li> <li>- Teaching and learning focus for term 1 was resilience &amp; mental health. This continued to be a focus throughout the year.</li> <li>- In term 4 we began to use the new Shetland mindfulness resource pack 'ZEN schools'.</li> <li>- Embedded our new Health &amp; Wellbeing progression pathway for assessment and planning next steps for learners.</li> <li>- Used PEF funding to provide more 1:1 support for our learners with ASN.</li> <li>- Staff attended 'wellbeing in the classroom' at the October in-service training.</li> </ul>	<ul style="list-style-type: none"> <li>- More learners are more able and more confident to talk about their feelings. This is evident during 'emotional check-in'.</li> <li>- More learners understand how to manage their emotions. This is evidenced in each learner's personal 'book of feelings' where they have their own coping strategies for a variety of different emotions. Some of these personal strategies have been observed in action.</li> <li>- Some learners have been using our class 'worry monster' and 'wish jar' to communicate how they are feeling with their teacher instead of bottling it up.</li> <li>- All learners have shown resilience throughout the pandemic, learning from home &amp; returning to school. Anxiety levels have been low and all learners have been enthusiastic about the return to school.</li> <li>- All learners have progressed in H&amp;W as evidenced in their H&amp;W progression pathway.</li> </ul>	<p>Health &amp; Wellbeing will continue to be a key priority on our SIP 2021-2022 as we continue to recover from the pandemic.</p> <p>We will continue to embed 'ZEN schools' in order to evidence the impact of mindfulness after it has been implemented for 1 whole year.</p>

## Progress made with the Priorities from our 2020-21 School Improvement Plan

NIF PRIORITIES	NIF DRIVERS			
<ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children and young people's health and wellbeing</b></li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p>(highlight as appropriate)</p>	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement <b>Assessment of Children's Progress</b> <b>School Improvement</b> Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum <b>2.3 Learning, teaching and assessment</b> 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	<b>3.1 Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

### Priority 2: Outdoor Education

School Target: Improving the quality of outdoor education in our school grounds and in our school community.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<ul style="list-style-type: none"> <li>- Improved school grounds to provide regular outdoor learning experiences for all our learners.</li> <li>- Enjoyment of the outdoors for all our learners/staff and an understanding of the link between good mental health and nature.</li> <li>- More opportunities for all our learners to explore our school community at least once a term.</li> <li>- Building capacity in our staff to lead outdoor learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff attended 'outdoor learning' courses at the October in-service training.</li> <li>- Staff and learners helped to create a small world play area, bug hotel, imaginative play car and water play area in our playground to facilitate more play based learning.</li> <li>- Staff created a learning space outside with a seating and writing area for teaching and learning.</li> <li>- Our mud kitchen and potting shed were developed/improved so our learners could make better use of them independently.</li> <li>- Staff created 'grab 'n' go' packs with learning activities that could be used in our local environment e.g. the beach or community garden.</li> <li>- We applied for government funding to purchase a polycrub to grow our own food.</li> </ul>	<ul style="list-style-type: none"> <li>- Our learners are getting more rich outdoor learning experiences as a result of staff commitment to outdoor learning and increased confidence in teaching outdoors.</li> <li>- All learners are getting to learn outdoors much more often every week. Due to Covid-19 mitigations, staff have been trying to take learning outside as much as possible.</li> <li>- Learners have become much more independent in their learning outside. With no support from staff, a group of learners have successfully grown their own green beans and mangetout in our potting shed.</li> <li>- Our learners have developed important life skills through a range of outdoor learning experiences such as growing &amp; cooking potatoes, building dens, cooking on the fire pit, risk assessing, caring for nature etc.</li> </ul>	<ul style="list-style-type: none"> <li>- We were successful in securing government funding to buy a polycrub for our school. Continuing our commitment to improving outdoor education, the children will be learning how to grow their own food.</li> <li>- We developed a 'life skills' tracker that we need to update so that each learner can track the skills they are continuing to develop through outdoor education.</li> </ul>

## Progress made with the Priorities from our 2020-21 School Improvement Plan

NIF PRIORITIES	NIF DRIVERS			
<ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li><b>-Closing the attainment gap between the most and least disadvantaged children</b></li> <li>-Improvement in children and young people's health and wellbeing</li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p>(highlight as appropriate)</p>	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement <b>Assessment of Children's Progress</b> <b>School Improvement</b> Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement/Securing children's progress</b> 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

### Priority 3: Raising Attainment in Literacy

School Target: Learners to make very good progress from their prior levels of attainment by improving reading & comprehension skills.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>- We have created a positive reading culture throughout the school, our learners now read for enjoyment each day.</p> <p>- Most of our learners attainment in reading and their comprehension skills have improved.</p> <p>- Our library area has been updated &amp; improved.</p> <p>- A more robust system for setting and reviewing reading targets.</p> <p>- Learners to have a more active role in library sessions.</p>	<ul style="list-style-type: none"> <li>- Returning to school after the first lockdown, we fully embedded our reading rewards system that the learners helped to create, we changed and adapted the reading journals based on the feedback we received from our learners.</li> <li>- Sourced comprehension assessments online to evidence progression.</li> <li>- Bought in lots of new books requested by our learners for our school library.</li> <li>- Individual reading journals are now used to set and review reading targets each term.</li> <li>- Reading buddies have been established. Our older learners have been paired up with our younger learners to give them some responsibility for library time. The older learners will choose a book with their 'reading buddy' and read it to them. Helping them with their reading journal.</li> </ul>	<ul style="list-style-type: none"> <li>- The reading rewards system/reading journals have really motivated our reluctant readers. Staff have observed all learners engaging better in reading and choosing to read for enjoyment.</li> <li>- Some learners have already achieved their bronze/silver reading awards.</li> <li>- Comprehension assessment results have highlighted a range of different comprehension strategies that require further support. Using the assessment data, teaching staff are able to differentiate the learning &amp; teaching to meet individual needs.</li> <li>- Learners enjoy spending time in our library area more regularly and are much more confident reading aloud in front of others.</li> <li>- Our younger learners are learning from the example set by their older peers.</li> </ul>	<ul style="list-style-type: none"> <li>- We have begun to improve our library further by creating a cosy seating area for our learners to relax in as they read.</li> <li>- We need to continue to assess comprehension in the same way for the next few years to help evidence progression and identify patterns/gaps to ensure our learners comprehension skills continue to progress as expected.</li> <li>- Continue to purchase more books for our school library, based on the learners recommendations to continue the new love and enthusiasm for reading.</li> </ul>

## Progress made with the Priorities from our 2020-21 School Improvement Plan

<b>NIF PRIORITIES</b> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children <b>Improvement in children and young people's health and wellbeing</b> -Improvement in employability skills and sustained, positive school leaver destinations for all young people  <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement <b>Assessment of Children's Progress</b> <b>School Improvement</b> Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning <b>2.6 Transitions</b> 2.7 Partnerships	<b>3.1 Ensuring wellbeing, equality and inclusion</b> 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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### Priority 4: Transitions

School Target: Effective transition arrangements in place that fully support and meet learners' social, emotional and learning needs.

<b>What were our outcomes?</b> - Involving learners, parents and other agencies to ensure an effective transition for all learners. - Learners had opportunities to get to know children from other schools also transitioning and staff from the school they are transitioning to. - Effective partnership working to track progress and share p7 profiles. - Learners to be supported mentally, socially, emotionally & physically.	<b>What did we do?</b> - Unfortunately due to covid-19 mitigations, we were not able to achieve everything we set out to achieve with this priority. The second lockdown and the restrictions on children/staff visiting other schools meant that, in the end, we could not have all the transition activities that we had planned. - Primary 7 learners had a virtual tour of the Brae High School and one 'in-person' transition day (we had more transition days planned but they were cancelled due to covid-19 cases). - Staff from North Roe were able to visit the early years setting at Urafirth Primary to build positive relationships with the new p1 learners. - A p7 transition team was created on Microsoft teams for all the new S1 learners to get to know each other and the staff at Brae High School.	<b>What was the impact on learners?</b> - Although many transition events had to be cancelled, our p7 leaver had a very successful transition to the Brae High School. The online transition events really helped our p7 to have a smooth transition, even though we were still in the midst of the pandemic. Feedback from the learner, parents and staff at Brae High School has all been positive. - Our new p1 learners from Urafirth early years have settled in very well to p1 at North Roe School. The transition days that they were able to have at the end of term 4 really helped to make their transition as smooth as possible in the midst of a pandemic. They were able to get to know all the staff and learners at North Roe School and familiarise themselves with the new environment.	<b>What are the next steps and how do you plan to evidence the impact of further actions required?</b> - We have had transitions on our school improvement plan for 2 years now but due to the pandemic, we have not been able to implement everything we planned. This will be something we will come back to when all restrictions have eased and we are allowed to have children from all the different schools in the North Mainland mixing together at transition events. In the meantime, we will continue to support transitions virtually and in person whenever it is safe to do so.
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# Pupil Equity Fund Reporting

## 2020/21

**Project/intervention:** Increasing our Learning Support Assistants hours per week to provide targeted 1:1 support for our learners with the lowest attainment in literacy and numeracy.

**What was your gap?** Attainment gap in numeracy and literacy.

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

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

### Planned Outcomes

1. Through providing 1:1 support with activities provided by our schools Speech and Language Therapist, we will raise attainment by closing the vocabulary gap for our learners with the lowest attainment in literacy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve first level literacy.

2. By providing 1:1 support with SEAL activities (Stages of Early Arithmetical Learning) we will raise attainment in numeracy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve first level numeracy and maths.

### Measures of impact on learners

*How do you know your interventions had an impact/improved outcomes?*

Various assessments in numeracy and literacy evidence raised attainment in both areas.

Improved listening and talking skills are evident in learning conversations between teachers/learning support staff and learners.

Teacher, learning support staff and speech & language therapist observations

Learners have now achieved first level numeracy and maths.

Learners are more actively engaged in a broader range of learning experiences as a result of improved vocabulary and communication skills.

#### Data:

Achievement of a level data

Benchmark tracking and monitoring

Speech and Language Therapist assessments

Stages of early arithmetical learning assessments

Gloss maths assessments

Sumdog assessments

Times tables tracking/assessments

GIRFEC child's plans

Individualised Educational Plans



# 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 is 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 dedicated to our school community.

Over the past year, our staff have had to quickly adapt to a new way of working and be ready to make changes in a short space of time. Our staff worked hard to ensure that our learners were supported while learning from home and as they came back to school, adapting quickly to all the new restrictions in place. Our staff have ensured they have followed our local and national guidance so that we could open our school safely with all the necessary Covid-19 mitigations in place. Our staff embraced the changes that came along with Covid-19 and tried to focus on the positives. Staff have been committed to upskilling their digital skills and improving outdoor education experiences for our learners. This has resulted in improvements for our learners as our staff are now much better equipped to support them with digital and outdoor learning.



Staff feel confident to suggest changes and are committed to going the extra mile and helping in any way they can. The creativity of our staff is utilised to ensure that our learners benefit from the individual talents of our staff team. Our school community is extremely supportive, playing an 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. This year we have been less connected to our school community due to the Covid-19 mitigations in place. Lack of contact with our school community has a negative impact on our learners. We hope that next year we will be able to compensate for past year by engaging more often with our community partners, as the Covid-19 restrictions begin to ease.



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. This year we have begun to implement play pedagogy from primary 1 to 7. 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 4 years now and is continually being reviewed in light of recent events and current educational policy. Our rationale now has more emphasis on digital learning and outdoor education as a result of the pandemic and having to rely on these two areas in supporting our learners to progress.

This year we had to revert to learning at home/working from home for some learners and staff after the Christmas holidays, 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. North Roe School remained open for our learners with complex additional support needs and the children of key workers. The Headteacher and learning support workers were in school each day, providing support for the children in school. The Headteacher was also supporting our learners who were learning at home with their online learning.



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 quantitative and qualitative evidence do you have of a 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 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. 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.



Once a year every member of staff has a Professional Review and Development (PRD) meeting with the Headteacher. This gives all staff an opportunity to discuss matters 1:1 with the Headteacher. This is an important part of our self-evaluation cycle and a valuable time for staff to express their views and opinions on how well we are doing and what we need to do to improve. The Headteacher also has a PRD meeting with our school Quality Improvement Officer. This is another important part of our self-evaluation process.

Over the past year, our staff have had more opportunities for professional development. Before the pandemic, our staff would have to travel for an hour to get to training courses in Lerwick. Now that all training is online, our staff have been able to engage in much more professional development. This has helped to reduce the isolation of working in a small, rural community. 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 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 shared with parents via e-mail and at parent council meetings. Unfortunately last year we were unable to achieve some of the actions on our SIP 2020-2021, due to a number of reasons



connected to the pandemic:

- Covid-19 mitigations in place meant that staff/pupils could not visit other schools.
- Staff capacity was reduced as staff had to commit the majority of their time to managing Covid-19. Capacity was also reduced during the second lockdown.
- The second lockdown meant that some staff and learners were working/learning from home for longer than we anticipated.

Reflecting on the past year, and looking forward to 2021-2022, it was clear to our staff that we would not be getting back to our 'normal' way of working for some time yet. Therefore, we decided that it was vital to keep our SIP manageable and realistic in the current circumstances. Reflecting on our self-evaluation, we decided to focus on outcomes that we knew we could still achieve with all of our Covid-19 mitigations in place. We also decided to reduce our priorities to 3 key priorities so that we could dedicate the time required for each priority, even with reduced staff capacity.

Our pupil council takes an active role in our school improvement plan. Each year our pupil council focus on priorities that they want to be involved in. This year they chose to lead the literacy priority and focus on improving our school library and learners reading experiences. They have been responsible for ordering more books with money they have raised through enterprise projects. Having our learners involved in this way gives them ownership of their school library. The positive impact is clear with all learners now reading for enjoyment. We also received positive feedback from parents during lockdown. Parents commented that their child/children were so excited to read when they received books from the school as part of their paper 'learning packs'. Parents also gave positive feedback on our new school 'reading rewards' system that the learners helped to implement. Feedback received was that the rewards system is a great motivation for learners to read.



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

- All staff to work collegiately to continue to support recovery from Covid-19 in our school community.
- Headteacher to be trained as a Quality Assurance and Moderation Support Officer (QAMSO) so that we can improve virtual moderation within our school and across our school cluster.
- 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. Create new ways of involving all stakeholders even when they cannot enter the school building due to our Covid-19 mitigations.

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

## Learning, teaching and assessment (QI 2.3)

How well are you doing? What is working well for your learners?

We have high expectations to ensure that learners experience high-quality learning opportunities 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 3, we used the opportunity to encourage our learners to develop life skills while learning at home, using our 'life skills' tracker. Our curriculum is creative and 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. All of our learners are now on our School Eco Committee and our Rights Respecting Schools Committee.



This year we have noticed how much our learners digital skills have improved. Our learners engaged in online learning during both lockdowns and as a result developed new skills and increased their independence using technology. When our learners returned to school after the second lockdown, we were learning all about the 'Space Race'. The learners worked in pairs to re-enact the first moon landing, creating their own video using green screen. Our learners demonstrated that they are able to select and make use of high-quality resources and equipment including digital technologies.



Our learners are encouraged and supported to have an active role in our local, close-knit, rural community. Before the pandemic our learners organised open days, an enterprise café, Sunday teas, Christmas concerts and fundraisers in our school and local hall. Unfortunately this year we have not been able

to organise events in our local community like we did before the pandemic. This is one of the things our learners are most excited about getting to do when the Covid-19 restrictions ease. 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 is something our teaching staff have noticed whilst observing learning through play in our multi-composite class.

Teachers plan, differentiate and assess appropriately to meet the individual needs of each learner in the multi-composite class. Our learners are involved in assessing their own learning and are given appropriate choice in their learning. This has become even more evident as we have begun to implement play pedagogy from primary one to seven. 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 five years and it continues to be a priority for 2021-2022. Through tracking and monitoring, our teaching staff are able to identify any gaps in attainment. Assessment data has shown gaps in multiplication and division this year so this is now a key priority for improvement in our SIP 2021-2022. 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 our attainment gap.



Our learners enjoy using the local environment for learning, e.g. our community garden and local beaches. This year we have been focussing on improving our outdoor education opportunities. We improved our school grounds by developing our mud kitchen, creating a bug hotel, small world play area, water play area, collecting large loose parts for play, creating an outdoor seating/learning area and starting to build our school polycrub. Our learners have been much more engaged outside as a result of having more resources available to facilitate more play based learning. Our learners have been using our outdoor spaces to grow their own vegetables. The children have been very engaged

in the growing process and very excited to get outside to water their plants each day. Outdoor learning has been particularly important to us this past year, especially when coming back to school after both lockdowns. We tried to take learning outside as often as we could as part of our Covid-19 mitigations.



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.

Since the pandemic started we have

not been able to perform to an audience on the stage at the North Roe Hall, like we usually do. To overcome this barrier we have recorded the learners performing and shared it with parents and we have had a socially distanced performance outside for the parents to see.

### **How do you know? What quantitative and qualitative evidence do you have of a 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
- 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
- Comprehension 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. We have consistently high attendance rates. 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.

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

- Implement play pedagogy from primary 1-7.
- Create a robust observation cycle for observing learners learning through play.
- Improve moderation processes at school and cluster level once our Headteacher has been trained as a Quality Assurance and Moderation Support Officer.
- Create new ways of collaborating with the learners when creating forward plans.
- Embed the SDGs in our Curriculum Rationale so they become embedded in our ongoing planning cycle.
- Introduce daily times table activities to increase attainment in multiplication and division across first and second level.
- Continue to build digital learning skills across the curriculum.
- Become a Rights Respecting School – achieve our Bronze award.
- Gather more large loose parts to provide play-based learning opportunities outside.

**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 is 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. 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. We are committed to receiving our Bronze/Silver awards and becoming a Rights Respecting School, this is one of the improvement priorities in our SIP 2021-2022.

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. We have a wide range of diverse books in 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. Through learning activities such as 'Famous Friday', our learners can learn about diversity and human rights.

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

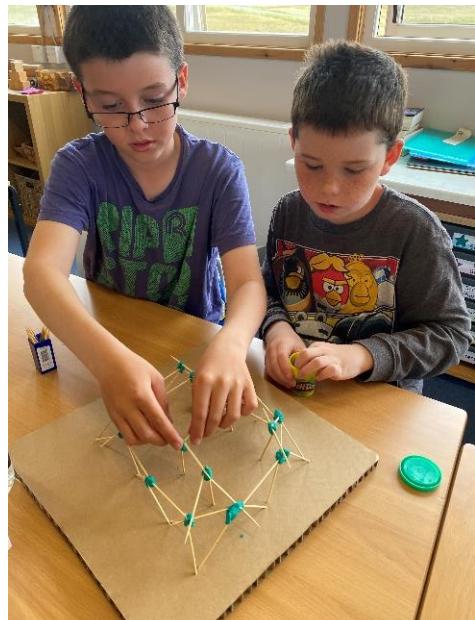
Nurturing, positive relationships are evident across the school community. Our class charter (our classroom display on children's rights and responsibilities) is referenced quite often by learners and staff when explaining/modelling positive behaviour. Learner attendance is consistently high. We have had no incidents of bullying in the past six 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, SALT assessments, Emerging literacy assessments and SEAL assessments all show steady progression and raised attainment. Our healthy eating award was introduced three years ago and the number of children eating healthy snacks at break time has stayed consistently high. Our ASN teacher updates our Individualised Education Plans and pupil passports each term. 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 evidence progression and show 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.



When our learners returned to school in August 2020, we were committed to focussing on Health and Wellbeing. H&W and recovery was a key priority on our school improvement plan. We focussed on the following areas to ensure we provided the support our learners needed:

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



#### **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?**

- Increased understanding of the United Nations Convention on the Rights of the Child for all learners.
- Become a Rights Respecting School by achieving our Bronze award.
- 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.
- Embed mindfulness strategies in our everyday practice, for staff and our learners.
- Monitor the progress and attainment of learners using the new SIC Health & Wellbeing progression pathway.
- 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 is 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. The majority of our 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



Raising attainment has been a key priority on our school improvement plan for 5 years now, improvements have been made in raising attainment for all learners in the areas we have focussed on. Last year we focussed on comprehension skills. Comprehension skills are transferrable across the curriculum so the impact on our learners has been clear to see in more areas than just literacy. Assessments and observations have evidenced that most learners made significant improvements in comprehension last year.



Citizenship skills are developing as a result of our commitment to supporting our learners to become Global Citizens. 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. Last year we gathered loose parts to encourage play based learning in the classroom. 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 for all levels. This year we will be implementing play pedagogy from early level through to second level.



## How do you know? What quantitative and qualitative evidence do you have of a 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 motivates 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?**

- Improve attainment in numeracy with a focus on multiplication and division. Record learner progress on our 'times table tracker' and celebrate success using our bronze, silver and gold awards for multiplication to evidence raised attainment in numeracy.
- Track learning for sustainability experiences alongside our Health & Wellbeing progression pathway to identify links.
- Continue to provide individualised, targeted support for our learners who are not attaining appropriate levels, using our PEF funding.
- 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.
- Provide 1:1 support for our learners who need extra support with their spelling, using the Fry's most common words lists.

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



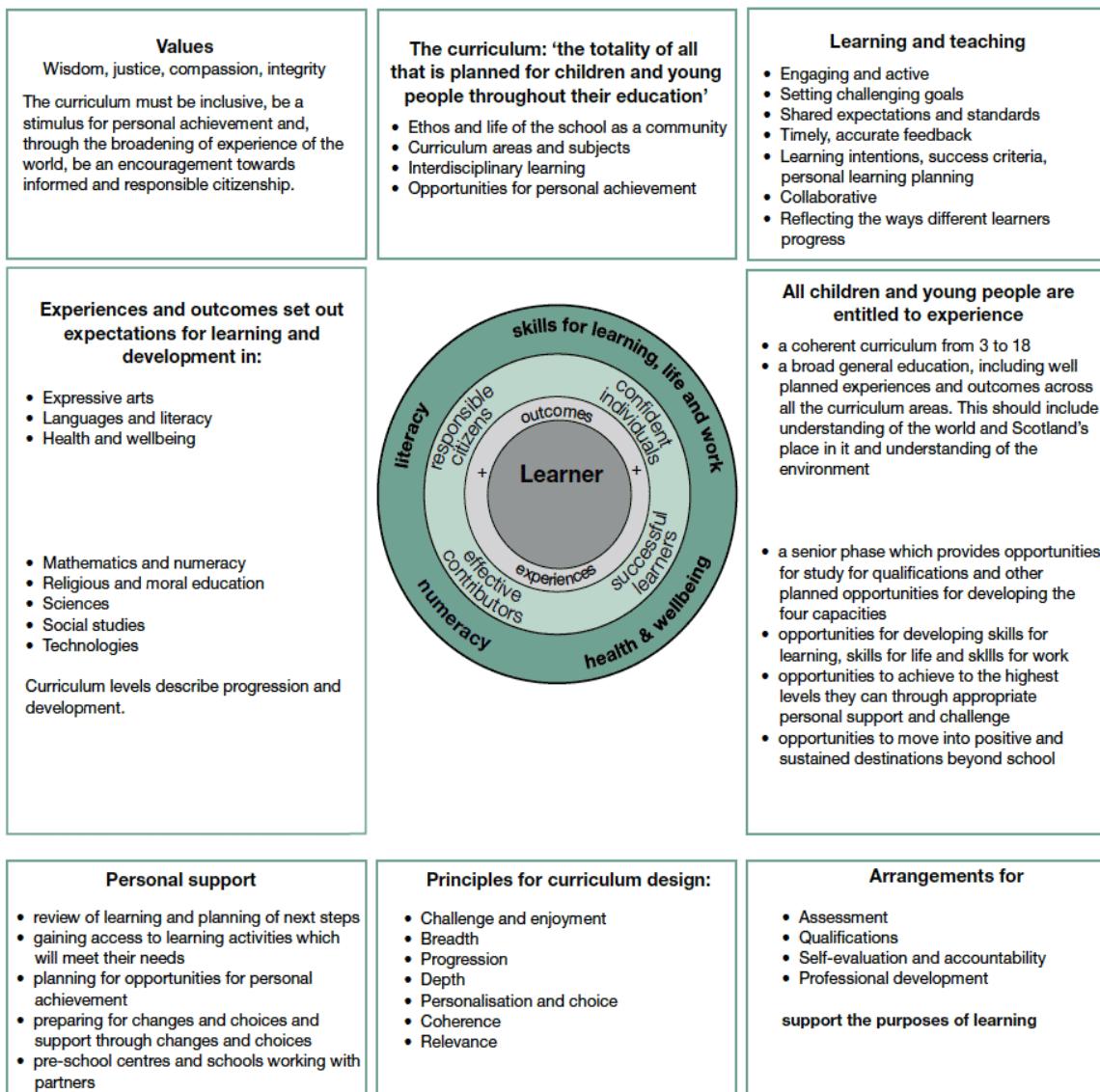
## SECTION 3: ACTION

### School Improvement Priorities

Session	Areas for Development
2020-2021	Recovery and Health & Wellbeing
	Outdoor Education
	Raising Attainment & Achievement in Literacy
	Transitions
2021-2022	Learning for Sustainability
	Raising Attainment & Achievement in Numeracy
	Rights Respecting Schools

A curriculum framework to meet the needs of all learners 3 to 18

*A schematic guide for curriculum planners*



# School Improvement Plan

## 2021/2022

## Factors Influencing the 2021/22 School Improvement Plan

<p><b><u>Local authority factors</u></b></p> <ul style="list-style-type: none"> <li>• Shetland Islands Council National Improvement Framework Plan</li> <li>• Children's Services, Recovery and Renewal Plan</li> <li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2018</li> </ul>	<p><b><u>National factors and drivers</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021</li> </ul>
<p><b><u>United Nations Convention on the Rights of the Child</u></b></p> <ul style="list-style-type: none"> <li>• Working towards achieving our Bronze Award and becoming a Rights Respecting School.</li> </ul>	<p><b><u>School factors</u></b></p> <ul style="list-style-type: none"> <li>• To ensure learning and teaching raises attainment and closes the attainment gap.</li> <li>• To ensure we support our school community to adjust to and recover from the covid-19 pandemic.</li> <li>• Self-evaluation activities with the Parent and Pupil Councils to highlight areas for improvement.</li> <li>• Self-evaluation activities with our staff to highlight areas for improvement.</li> <li>• To ensure our learners achieve a better and more sustainable future for all by working towards the Sustainable Development Goals (on next page).</li> </ul>
<p><b><u>Tackling Inequalities, Poverty Proofing and Cost of the School Day</u></b></p> <ul style="list-style-type: none"> <li>• Fundraising money through enterprise projects so that our school fund will fully cover the cost of school trips and any other additional costs.</li> <li>• Growing our own food in our new school polycrubs to provide free fruit and vegetables for all learners at snack time.</li> </ul>	



# SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

**1** NO POVERTY



**2** ZERO HUNGER



**3** GOOD HEALTH AND WELL-BEING



**4** QUALITY EDUCATION



**5** GENDER EQUALITY



**6** CLEAN WATER AND SANITATION



**7** AFFORDABLE AND CLEAN ENERGY



**8** DECENT WORK AND ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**10** REDUCED INEQUALITIES



**11** SUSTAINABLE CITIES AND COMMUNITIES



**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



**13** CLIMATE ACTION



**14** LIFE BELOW WATER



**15** LIFE ON LAND



**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



**17** PARTNERSHIPS FOR THE GOALS



 **SUSTAINABLE DEVELOPMENT GOALS**

<p><b>Priority 1: Learning for Sustainability</b> Continuation from 2020-2021- No Link to COVID-19 recovery – Yes</p>	<p>NIF Priority: Improvement in children and young people's health and wellbeing NIF Driver: School Improvement Quality Indicators (HGIOS 4): 3.1</p>
<p><b>Data/evidence that informs this priority:</b></p> <ul style="list-style-type: none"> <li>- Our school community needs to continue to be supported through the pandemic and as we recover from it. Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development.</li> <li>- Our school is currently working towards achieving our Eco Schools Flag.</li> <li>- Our school received £10,000 funding to build a polycrub.</li> <li>- In our annual audit parents/learners commented that they would like more opportunities to grow fruit/veg in school.</li> </ul> <p><b>Planned Outcome:</b></p> <p>Improved understanding of almost all (91 – 99%) of the Sustainable Development Goals, from baseline self-assessments, for all learners at first and second level, by the end of June 2022.</p> <p><b>Key themes:</b></p> <p>Reconnect all families back into the life of the school whenever we are permitted to have parents back in the building. In the meantime, reconnect families safely outside.</p> <p>All learners to have leadership opportunities in learning for sustainability and working towards our Eco Schools flag, to develop responsibility, increase their confidence, independence and develop skills for life and work.</p> <p>All learners to understand the link between connecting with nature/growing your own food and improved mental health &amp; wellbeing.</p> <p><b>How exactly are we going to do it?</b></p> <p>Learning about each of the 17 Sustainable Development Goals throughout the school year. Focus on each goal for at least one week, linking to topic work where possible. Embed the SDGs in our Curriculum Rationale so they become embedded in our ongoing planning cycle.</p> <p>Build capacity in staff &amp; our school community to help with the construction of our school polycrub and support family learning by getting learners and their families to plant/grow things together in our polycrub throughout the year.</p> <p>Invite all learners on to the Eco committee to help achieve our green flag. Support the Eco committee to delegate tasks and involve everyone in the school polycrub. All learners to take responsibly for an area of the polycrub throughout the school year.</p> <p>Track learning for sustainably experiences alongside our Health &amp; Wellbeing progression pathway to identify links.</p> <p><b>Resources and Lead Person</b></p> <ul style="list-style-type: none"> <li>- £10,000 funding from the Scottish Climate Action Fund to complete our school polycrub build.</li> <li>Headteacher &amp; Clerical Assistant to ensure the project is completed within budget.</li> <li>Headteacher &amp; Class Teacher to track, monitor &amp; assess:</li> <li>- Shanarri diaries</li> <li>- Wellbeing wheels</li> <li>- Health &amp; Wellbeing benchmarks</li> <li>- Health &amp; Wellbeing progression pathways</li> <li>- Mindfulness activities</li> <li>- H&amp;W profiles</li> <li>- SDG self-assessment</li> <li>- Life skills tracker</li> </ul> <p><b>Monitoring the impact of the priority on learners</b></p> <p><u>Gather Views</u></p> <p>Parents, learners and staff will be consulted through our school audit, parent and pupil council meetings and staff meetings each term. The Headteacher will gather views to measure impact.</p> <p><u>Evaluate Data</u></p> <p>In term 2 class teachers will evaluate data from SDG self-assessments, Shanarri diaries, Wellbeing wheels. Progress will be tracked at the end of each term using the benchmarks, our H&amp;W progression pathway. H&amp;W profiles will evidence achievement.</p> <p><u>Directly Observe</u></p> <p>Staff will observe learners &amp; have learning conversations to assess progress throughout the year.</p>	

<p><b>Priority 2: Raising Attainment and Achievement in Numeracy</b>  Continuation from 2020-2021- No  Link to COVID-19 recovery – No</p>	<p>NIF Priority: Improvements in Attainment, particularly in Literacy and Numeracy  NIF Driver: Assessment of Children's Progress  Quality Indicators (HGIOS 4): 2.3 and 3.2</p>			
<p><b>Data/evidence that informs this priority:</b></p> <ul style="list-style-type: none"> <li>- Attainment data shows that some learners are behind their expected level in numeracy.</li> <li>- Attainment data shows that the majority of learners need to improve their accuracy with the 2-12 times tables.</li> <li>- Attainment data shows lack of consistency with learners achieving over 90% accuracy with the 2 – 12 times tables.</li> </ul>	<p><b>Planned Outcome:</b></p> <p>Increased attainment in multiplication and division across first and second level by June 2022:</p> <ul style="list-style-type: none"> <li>- All learners (100%) at first level to achieve &gt;90% accuracy with the 2, 5 and 10 times tables.</li> <li>- Most learners (75-90%) in primary 5-6 to achieve &gt;90% accuracy with the 2, 3, 4, 5, 6, 10, and 11 times tables.</li> <li>- Majority of learners (50-74%) in primary 7 to achieve &gt;90% accuracy with the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables.</li> </ul>	<p><b>How exactly are we going to do it?</b></p> <p>Ongoing targeted 1:1 support using SEAL approaches (funded by PEF) for learners with the lowest attainment in numeracy.</p> <p>Family learning choice boards will have a multiplication and division theme throughout term 2. This will encourage parental involvement at home, at a time when parents cannot come into school due to Covid-19 mitigations.</p> <p>Setting individualised multiplication and division challenges on Sumdog each week to target specific times tables for each individual learner. Record progress on our 'times table tracker' and celebrate success using our bronze, silver and gold awards for multiplication.</p> <p>Introduce daily times table practice in a fun and engaging way using 'Hit the Button' and other online resources.</p> <p>Embed the Heinemann 'Active Maths' games on multiplication and division in our weekly numeracy learning activities.</p>	<p><b>Resources and Lead Person</b></p> <p>Learning Support Assistant to provide targeted 1:1 support using the SEAL programme.</p> <p>Headteacher to create a fun and engaging family learning choice board for all families.</p> <p>Headteacher and class teacher to use our Sumdog subscription, 'hit the button' and Heinemann active maths games to set weekly challenges for all learners.</p> <p>Headteacher and class teacher to use SEAL, Sumdog, Gloss and SNSA assessments.</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <p><u>Gather Views</u></p> <p>Parents, learners and staff will be consulted each term through our school audit, staff meeting &amp; parent/pupil council meetings. The Headteacher will gather views to measure impact.</p> <p><u>Evaluate Data</u></p> <p>Class teachers will evaluate data from Sumdog baseline assessments in term 1 and evaluate them alongside SNSA, Gloss &amp; SEAL. Progress will be tracked at the end of each term using the benchmarks and our numeracy progression pathway. Numeracy profiles will evidence achievement.</p> <p><u>Directly Observe</u></p> <p>Staff will observe learners &amp; have learning conversations to assess progress each term</p>

<p><b>Priority 3: Rights Respecting Schools</b> Continuation from 2020-2021- No Link to COVID-19 recovery – Yes</p>	<p>NIF Priority: Improvement in children and young people's health and wellbeing NIF Driver: School Improvement Quality Indicators (HGIOS 4): 3.1</p>		
<p><b>Data/evidence that informs this priority:</b> Our school staff and learners have created a positive school ethos based on mutual respect and shared responsibility. Our school ethos is supported by our school community. We would like to work towards achieving our Bronze and Silver Rights Respecting Schools Awards so that we can become accredited Rights Respecting School.</p> <p><b>Planned Outcome:</b> Increased understanding of the United Nations Convention on the Rights of the Child: - All learners will understand almost all of their rights (91 – 99%) and responsibilities by June 2022, an increase from their baseline self-assessment results.</p> <p><b>Key Themes:</b> The Rights Respecting Schools Award Standards:</p> <p><u>Standard A:</u> Rights-respecting values underpin leadership and management.</p> <p><u>Standard B:</u> The whole school community learns about the Convention.</p> <p><u>Standard C:</u> The school has a rights-respecting ethos.</p> <p><u>Standard D:</u> Children are empowered to become active citizens and learners.</p>	<p><b>How exactly are we going to do it?</b></p> <p>Learning opportunities throughout the year to teach all learners their rights and responsibilities, linked to the principles of RRS and aligned with our schools values and the Shanarri indicators. RRS will be embedded in our curriculum rationale. The right to play will be a key focus as we develop play pedagogy from primary 1-7.</p> <p>All learners will be part of our Rights Respecting Schools Committee, working towards achieving our Bronze then Silver Rights Respecting Schools award.</p> <p>All learners will help to create a 'class charter' in term 1, to display the children's rights they think are most relevant to the life of the school.</p> <p>Opportunities for learners to be actively involved in, and contribute to their local communities and wider global/sustainability issues (linked to priority 1 of our School Improvement Plan).</p>	<p><b>Resources and Lead Person</b></p> <p>Headteacher and class teacher to create engaging learning opportunities each term for our learners to learn about their rights.</p> <p>Headteacher to complete all paperwork by term 2, for achieving our Bronze RRS award.</p> <p>Rights Respecting School Committee (all learners) to work towards achieving our Silver award, supported by staff. This will be on going for possibly 12-18 months.</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <p><u>Gather Views</u> Parents, learners and staff will be consulted each term through our school audit, parent and pupil council meetings and staff meetings. The Headteacher will gather views using the RRS questionnaires in term 1.</p> <p><u>Evaluate Data</u> Class teachers will evaluate data in term 1 from our Rights of the Child self-assessment. Progress will be tracked when the learners complete their self-assessment again at the end of term 4.</p> <p><u>Directly Observe</u> Staff will observe learners and have learning conversations to assess progress each term.</p>

## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22: £1,409	Carry forward from 2021: £214.22				
<p><b>Project/intervention:</b> Increasing our Learning Support Assistants hours per week to provide targeted 1:1 support for our learners with the lowest attainment in literacy and numeracy.</p> <p><b>What was your gap?</b> Attainment gap in numeracy and literacy.</p>					
<p><b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> (highlight the interventions that apply)</p>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<p><b>Planned Outcome</b></p> <p>1. Through providing 1:1 support with activities provided by our schools Speech and Language Therapist, we will raise attainment by closing the vocabulary gap for our learners with the lowest attainment in literacy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve first level literacy.</p> <p>2. By providing 1:1 support with SEAL activities (Stages of Early Arithmetical Learning) we will raise attainment in numeracy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve first level numeracy and maths.</p>	<p><b>Details of project/intervention:</b></p> <p>Our Learning Support Assistant will have an extra 0.5 days in school each week to provide 1:1 targeted support at least once a week for our learners with the lowest attainment in literacy and numeracy.</p> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>- SEAL maths programme (stages of early arithmetical learning)</li> <li>- Power of 2 mental maths coaching manual</li> <li>- Speech and language activities provided by our School Speech and Language Therapist</li> <li>- Toe-by-toe phonics based reading manual.</li> </ul>	<p><b>Resources/Lead Person</b></p> <p>Increase Learning Support Assistants hours by 0.5 days per week to provide targeted 1:1 support for our learners with the lowest attainment levels.</p> <p>Class teacher and Headteacher will support our LSA and track learner progress to measure the impact of our PEF plan.</p>	<p><b>Measures of impact on learners</b></p> <ul style="list-style-type: none"> <li>- Staff will be able to measure the impact each term through observations, conversations with learners, tracking, monitoring and assessment.</li> <li>- We will evidence improved outcomes through various numeracy assessments such as SEAL, Sumdog &amp; Gloss.</li> <li>- This data will be reviewed by our class teacher/Headteacher each term at tracking meetings and reported to parents at GIRFEC review meetings, parents evenings &amp; in progress reports.</li> <li>- PEF data will also be reported in our Standards &amp; Quality Report.</li> </ul>		



## Rights Respecting Schools

### Planned Outcome:

Increased understanding of the United Nations Convention on the Rights of the Child:

- All learners will understand almost all of their rights (91 – 99%) and responsibilities by June 2022, an increase from their baseline self-assessment results.

### Key Themes:

The Rights Respecting Schools Award Standards:

Standard A: Rights-respecting values underpin leadership and management.

Standard B: The whole school community learns about the Convention.

Standard C: The school has a rights-respecting ethos.

Standard D: Children are empowered to become active citizens and learners.

# Overview of our School Improvement Plan

Our plan for 2021-2022 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.

## Learning for Sustainability

### Planned Outcome:

Improved understanding of almost all (91 – 99%) of the Sustainable Development Goals, from baseline self-assessments, for all learners at first and second level, by the end of June 2022.

### Key themes:

- Reconnect all families back into the life of the school whenever we are permitted to have parents back in the building. In the meantime, reconnect families safely outside.
- All learners to have leadership opportunities in learning for sustainability and working towards our Eco Schools flag, to develop responsibility, increase their confidence, independence and develop skills for life and work.
- All learners to understand the link between connecting with nature/growing your own food and improved mental health & wellbeing.

## Raising Attainment and Achievement in Numeracy

### Planned Outcome:

Increased attainment in multiplication and division across first and second level by June 2022:

- All learners (100%) at first level to achieve >90% accuracy with the 2, 5 and 10 times tables.
- Most learners (75-90%) in primary 5-6 to achieve >90% accuracy with the 2, 3, 4, 5, 6, 10, and 11 times tables.
- Majority of learners (50-74%) in primary 7 to achieve >90% accuracy with the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables.

## How can you help?



- 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.



- 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 2021-2022**



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)	15
- concerts	
- fundraisers	
- visiting other schools	
- any other school related event	
<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 2021-2022**



School day = 6 hours 10 mins  
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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)	16
- ASN paperwork	
- concerts	
- fundraisers	
- visiting other schools	
- any other school related event	
<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).