

North Roe Primary School

Standards & Quality Report and School Improvement Plan



September 2023

This report covers the session 2022-23. It is produced as part of the process of school self-evaluation. It will also contribute to the overall authority and national perspective on standards and quality.

CONTENTS

SECTION 1: OUR SCHOOL

Introduction

The school and its context

School vision and values

SECTION 2: AUDIT

Consultation

Pupil voice

Progress made towards previous development priorities

Self-evaluation for continuous improvement

Factors influencing the improvement plan 2023/24

SECTION 3: ACTION

School Development Priorities

School Improvement Plan 2023/2024

Working Time Agreements 2023/2024

Abbreviations:

CfE: Curriculum for Excellence

HGIOS: How Good is Our School (4th 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

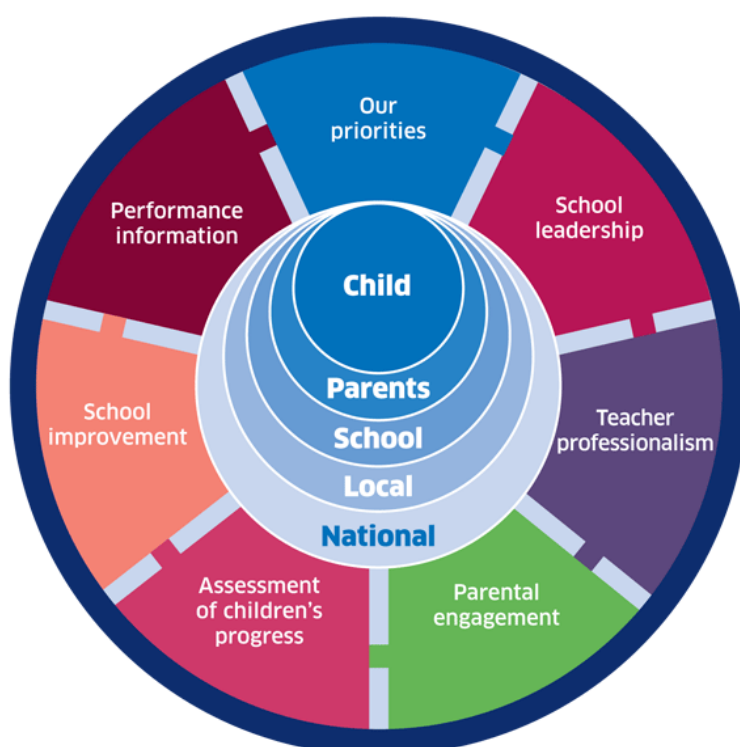
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2023-24. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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. 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 and Music. 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, Andrea Henderson, who is based at Hayfield House in Lerwick. A clerical assistant, learning support assistant, learning support workers, playground supervisor and cleaner are employed part time. Lunches are prepared by the cooks at Brae High School and delivered to North Roe with a kitchen assistant employed at North Roe Primary School to serve the lunches. The school roll for 2022/2023 stands at 16, with learners in P1, P2, P3, P4, P5, P6 and P7. Most learners are taught in one multi-composite class, two other classrooms are used to provide larger/quieter spaces for our learners with complex additional support needs.

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 not far from the North Roe and Lochend Community Hall. We make use of the hall by putting on concerts for the local community and organising Sunday teas at the hall to raise money for the school fund. The school is the heart of the North Roe and Lochend community so we arrange social events in the school for the local community, including open days, fundraisers and senior citizens parties. The school is part of a North Mainland cluster of schools which feed into Brae High School. The other cluster schools are Ollaberry, Urafirth, Lunnasting, Mossbank and Brae Primary School

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

The school vision, values and aims

At North Roe Primary School, the community works together to 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
- Stakeholders



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 collect specific information.

Views of Staff

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

- ◆ Staff meetings.
- ◆ 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

To encourage parental engagement in the life of the school, the following arrangements are in place:

- ◆ Majority of parents serve on the Parent Council.
- ◆ Two formal parents evenings are held each year.
- ◆ All parents are encouraged to become parent helpers.
- ◆ Open days for learners 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/Stakeholders

In order to engage our community partners in the life of the school, the following arrangements were in place:

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



Collaboration and consultation with our stakeholders 2022/23

Who?	When?	How?	What did we find out?
Staff	Various times throughout the school year 2022-2023 School Audit May 2023	<ul style="list-style-type: none"> - Staff PRDs - Self-evaluation - Staff meetings - Classroom observations - Forward planning - Tracking and monitoring meetings - Staff audit questionnaire 	<ul style="list-style-type: none"> - Staff work well together and enjoy being part of the team at North Roe School. - Staff would like to see more parental involvement at North Roe School. - Lack of support for learners with ASN is a challenge for all staff. - A new system needs to be developed to evidence learning through play. - Agreed 3 key priorities for SIP.
Children and young people	Various times throughout the school year 2022-2023 School Audit May 2023	<ul style="list-style-type: none"> - Pupil Council meetings - Learning conversations/observations - Pupil audit questionnaire - Learner evaluations/feedback 	<ul style="list-style-type: none"> - Learners are happy in school. - Learners take pride in North Roe School, they are very positive about their school. - Learners want to improve the quiet garden at the back of the school. - Agreed 3 key priorities for SIP.
Parent and Carers	Various times throughout the school year 2022-2023 School Audit May 2023	<ul style="list-style-type: none"> - Parents evenings - Parent audit questionnaire - Parent Council - GIRFEC review meetings - Feedback and conversations 	<ul style="list-style-type: none"> - Parents are very positive about our school staff, building, curriculum and inclusive family ethos. - Parents Council only met once within a year, the school would benefit from more engagement from the parent council.
Community and other stakeholders	Various times throughout the school year 2022-2023 School Audit May 2023	<ul style="list-style-type: none"> - GIRFEC review meetings - School audit questionnaire - Volunteering - Feedback and conversations 	<ul style="list-style-type: none"> - Engagement with community partners has not yet recovered after the restrictions put in place during the Covid-19 pandemic. - Community events such as the Senior Citizens Christmas party, open afternoons etc have not had as much engagement from members of the community, compared to before the pandemic.



Standards & Quality Report 2022-2023



Pupil Equity Fund Reporting 2022/23

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) <i>(highlight the interventions that apply)</i>					
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 Toe-by-toe and 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 <i>How do you know your interventions had an impact/improved outcomes?</i> 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 are more actively engaged in a broader range of learning experiences as a result of improved vocabulary and communication skills. <i>Data:</i> 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 Individual toe-by-toe workbooks			

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?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

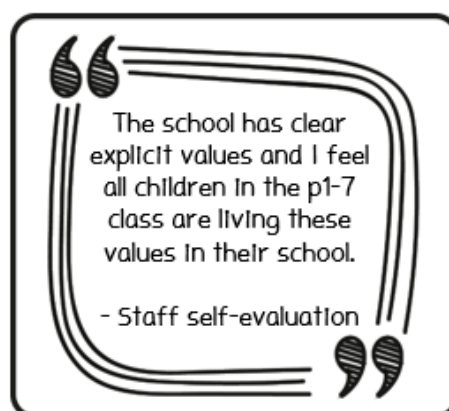
Leadership of Change (QI 1.3)

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 our school ethos and the high expectations we have on all learners to achieve to the best of their ability.

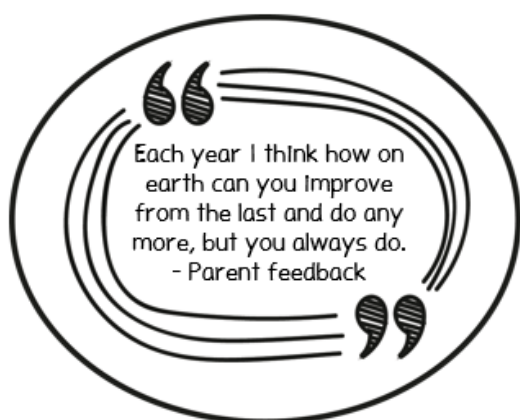
Supported by the Headteacher, our school community developed these shared values because we believe they are essential values for ensuring that we achieve the highest possible standards and successes for all our learners:

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 which means we rely on collaborative leadership at all levels to ensure that we are continually improving. The Headteacher is committed to fostering leadership and creativity at all levels. Throughout the past year, our staff have had to deal with the pressures of staff shortages. Our staff have shown great resilience throughout the challenges

we still face due to staff shortages. Our staff have shown their commitment to our learners by going over and above to minimise the impact of staff shortages on our learners' experiences in school.



Almost all staff feel confident to suggest changes and are committed to making improvements for our learners. 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 supportive but engagement with our parents and community partners is lower than it was before the pandemic. The majority of our staff are from the local area, with some having attended the school as pupils. Therefore, our staff have a very clear understanding of the social, economic and cultural

context of our school. Our Curriculum rationale has been in place for 6 years now and is continually being reviewed in light of recent events and current educational policy.

Positive relationships with parents is a key strength of our school. Staff, parents and learners describe our school as 'one big family.' Parents are encouraged to participate in their child's learning. 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. Throughout this school year, the Headteacher has not been able to sustain our usual pace of change due to staff absences and vacant posts. The Headteacher has to allocate a lot of her management time to focus on supporting our learners with complex ASN, covering for vacant posts and covering staff absences.



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

Feedback from parents, staff and 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 provides space for further comments/suggestions on what they think the school is doing and well/what the school should improve on. While a 100% response rate is strongly encouraged, the response rate sits on average around 80%. Almost all responses were very consistent:

Parent Audit Responses:

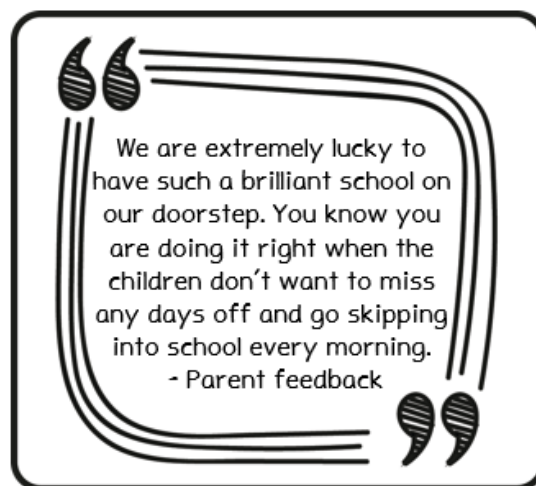
- 100% agreed that the school is well led.
- 100% agreed that the school asks for their views and takes them into account.
- 100% agreed that the school asks for their child's views and takes them into account.
- 100% agreed that they feel they can contact the school with any concerns.

Staff Audit Responses:

- 100% agreed that leadership is effective.
- 100% agreed that they are involved in staff discussions about how to make improvements.
- 100% agreed that they have opportunities to be involved in making decisions.
- 100% agreed that they are listened to and their views are taken into account.
- 100% agreed that they feel supported in their role.
- 100% agreed that they are actively involved in achieving the school's vision and promoting our school's values.

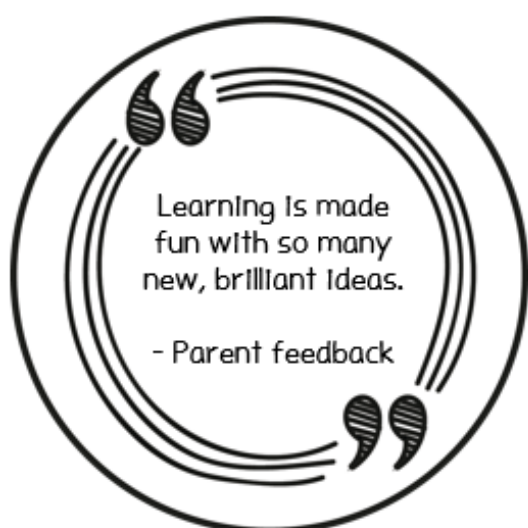
Learner Audit Responses:

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



Staff Professional Review and Development

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. The GTCS Standards help teaching staff to identify development needs.



Self-Evaluation

Once a term our teaching staff, learning support workers and our learning support assistant 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.



Parent and Pupil Council

Our pupil council takes an active role in our school improvement plan. Learners feel confident suggesting ways in which we can improve the school further. Each year our pupil council focus on priorities that they want to be involved in. Our parent council usually plays an active role in identifying improvement priorities, however this school year our parent council only met once. This meant that the Headteacher had to rely on the parent comments on the school audit forms to inform school improvement priorities.

Celebrating Success

Our learners regularly demonstrate our school values. This is noted by staff and celebrated by everyone each Friday when we award our 'Star Pupil' award to two learners who have gone 'over and above' to demonstrate one of our 4 school values. Our learners can achieve star pupil by:

- Nurturing kindness
- Respecting everyone
- Persevering to succeed
- Supporting inclusion



Quality Improvement Visits

Our school has a Quality Improvement Officer who visits the school at least once a term to talk to the Headteacher, staff and learners. Feedback from quality improvement visits evidences the positive impact our school improvement priorities have had on our learners. Our Quality Improvement Officer is aware of the staffing issues we are facing and how this has had a negative affect on the time we planned to allocate to school improvement priorities.

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

- Headteacher and Quality Improvement Officer to work together to address our staffing issues and how we can fill vacant learning support worker posts.
- All teaching and learning support staff to familiarise themselves with the ASN Quality Standards to improve outcomes for our learners with complex ASN.
- 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.
- Be creative in engaging parents and the community in the life of the school after covid-19 reduced parental engagement.

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

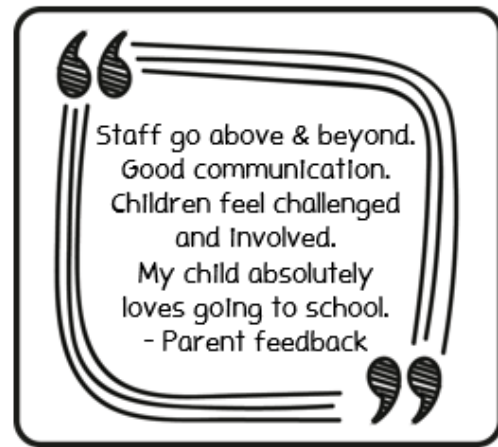


Learning, teaching and assessment (QI 2.3)

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

We have high expectations to ensure that learners experience high-quality teaching and learning to support continuous improvement and progress. Our curriculum has been developed to foster skills for learning, skills for work and skills for life. The skills and talents of individuals are maximised to build leadership capacities. All of our learners can serve on our School Eco Committee and our Rights Respecting Schools Committee. 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. Our learners are encouraged and supported to have an active role in our local, close-knit, rural community. Our learners help to organise community events such as open days, an enterprise café, Sunday teas, Christmas concerts and fundraisers in our school and local hall.

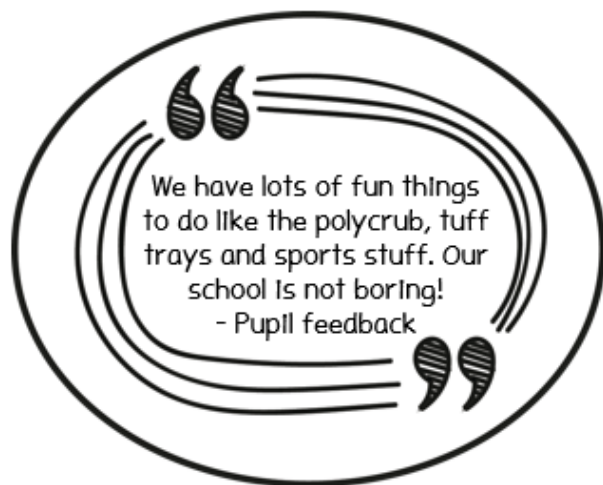
Teachers plan, differentiate and assess appropriately to meet the individual needs of each learner in the multi-composite class. Our learners are involved in assessing their own learning and are given appropriate choice in their learning. This has become even more evident as children have opportunities to learn through play 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. 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 six years and it continues to be a priority for 2023-2024.



Through tracking and monitoring, our teaching staff are able to identify any gaps in attainment. Learning activities are fun and appropriately challenging to meet the individual needs of each learner in the multi-composite class. 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. Our learners have been using

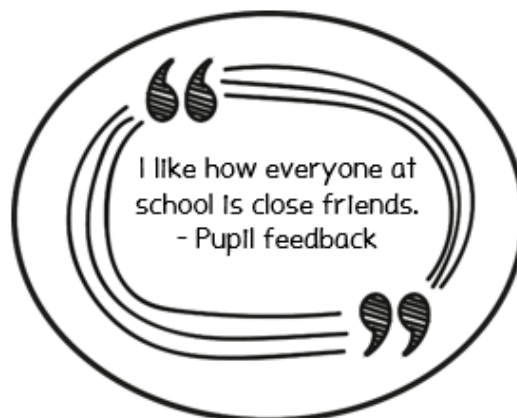
our school polycrub to grow their own fruit, vegetables and flowers. The children have enjoyed the responsibility and shown great leadership skills whilst looking after our school polycrub. Staff encourage our learners to take on a variety of responsibilities in and out of school. All learners are members 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.



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

Nurturing Ethos and Positive Relationships

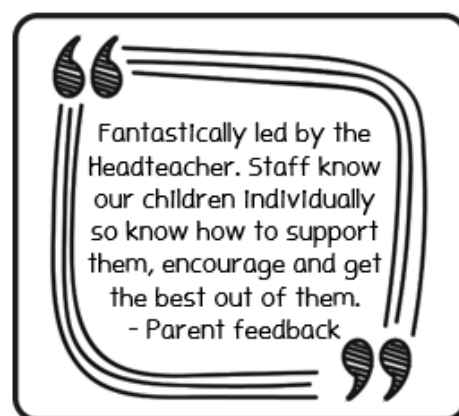
The North Roe School has a caring, family ethos. This has been developed through the positive relationships evident across our school community. The very supportive culture within the school is built on mutual trust and respect between staff, learners and their families. Our learners regularly learn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



Assessment and Tracking

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 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
- Jolly Phonics Reading tests
- Assessment for learning strategies
- Self-assessments/peer assessments
- Shanarri assessments



Feedback from parents, staff and learners

Parent Audit Responses:

- 87.5% agreed that their child enjoys learning at school.
- 100% agreed that their child's achievements in and out of school are recognised and celebrated.
- 100% agreed that their child benefits from school clubs and activities provided outside the classroom.



Staff Audit Responses:

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

Learner Audit Responses:

- 92.4% agreed that they enjoy learning at school.
- 100% agreed that their achievements in and out of school are recognised and celebrated.
- 100% agreed that they benefit from school clubs/activities provided outside the classroom.



What are you going to do now?

What are your improvement priorities in this area?

- Create a robust observation/tracking cycle for observing learning through play.
- Improve moderation processes at school and cluster level, building upon Quality Assurance and Moderation training undertaken by the Headteacher.
- Develop an assessment and tracking system that fully involves the learners and enables them to set their own learning targets as a result.
- Improve how we teach spelling to support learners with dyslexia.



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

Ensuring wellbeing, equality and inclusion (QI 3.1)

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

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. Health and wellbeing continues to be a priority as we recover from the pandemic.



All our learners have the opportunity to go to the North Roe Youth Club, run by Ability Shetland in the North Roe Hall every Monday night. This provides our learners with additional support needs, the opportunity to socialise with their peers out-with school. Our learners with complex 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.

Our staff strive to 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 five years now. 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.

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 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 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 school curriculum rationale. 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?

SHANARRI and Rights Respecting Schools Work

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. Our learners self-assess their wellbeing using the Shanarri indicators.



Attendance data

Learner attendance is consistently high. We have had no incidents of bullying in the past eight years. Learners are willing to share how they are feeling each morning at 'emotional check-in', they feel comfortable sharing their feelings with staff and other learners.

Assessment and Evaluation

Our Pupil Equity Funding plan put targeted support in place for our learners with the lowest attainment. Assessment results for literacy and numeracy all show steady progression and raised attainment. Our healthy eating award was introduced five 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 ASN teacher works alongside our learning support workers to evaluate the IEPs at the end of each term and report back achievements during our GIRFEC reviews. 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 suggestions for improvements, which the ASN teacher and Headteacher act upon to ensure we are continually improving outcomes for our learners.



A range of assessment approaches evidence attainment and achievement including:

- SALT assessments
- Dyslexia assessments
- SHANARRI self-assessments
- Emerging Literacy assessments
- SEAL assessments
- Scottish National Standardised Assessments
- Sumdog diagnostic tests
- Assessment is for learning strategies

Feedback from parents, staff and learners

Parent Audit Responses:

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

“Excellent staff. Positive use of social media so that we can see what the bairns have been up to. Star pupil awards are an excellent confidence boost.”
- Parent feedback

Staff Audit Responses:

- 77.8% agreed that support for learners with ASN is effective.
- 100% agreed that staff and learners respect each other.
- 100% agreed that staff treat all learners equally.
- 100% agreed that they are treated fairly and with respect.

Learner Audit Responses:

- 92.4% agreed that the school helps them to be more confident.
- 100% agreed that they feel safe at school.
- 100% agreed that they are treated fairly and with respect at school.
- 100% agreed that staff know them as an individual and support them well.
- 100% agreed that they feel they can talk to teachers about anything worrying them.
- 100% agreed that they get help from staff when they need it.
- 92.4% agreed that staff listen to them and pay attention to what they say.
- 100% agreed that staff promote positive behaviour.

What are you going to do now?

What are your improvement priorities in this area?

- Ensure we have enough learning support staff to fully meet individual needs.
- Implement the Zones of Regulation.
- Use the CIRCLE resource to ensure inclusion.
- Get all teaching and learning support staff trained in Safety Intervention.
- Implement Safety Intervention Plans.



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

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 achieving at the appropriate level, some learners have exceeded these. Those who are not attaining appropriate levels have additional support needs and are receiving support to progress through the milestones for learners with complex additional

support needs. 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 to ensure we are continuously raising attainment. We also use progression pathways for numeracy, literacy and health & wellbeing.

We created individual learner profiles for literacy, numeracy and health & wellbeing, six years ago. The profiles are now building a clear picture of attainment over time. 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
- Comprehension assessments
- SNSA (Scottish National Standardised Assessments)



Raising attainment has been a key priority on our school improvement plan for 7 years now, improvements have been made in the areas we have focussed on. We are committed to supporting our learners to become Global Citizens. We work hard to empower our learners to believe that they have what it takes to 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 and the wider community.

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

Attainment Data

Our individual learner profiles for literacy, numeracy and health & wellbeing, evidence pupil progression through early, first and second level. We track attainment 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.

Celebrating Success

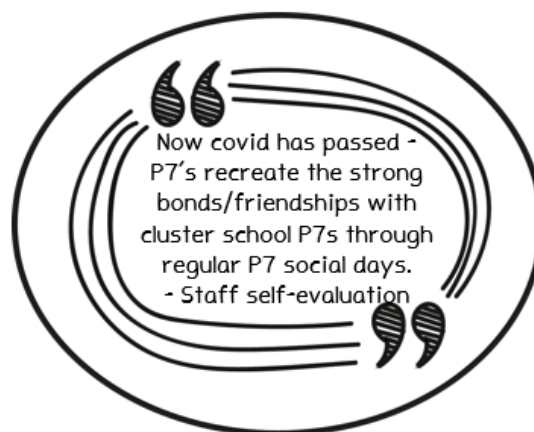
We celebrate our learners' successes and achievements regularly. Our 'star pupil' award is linked to our school values so that praise is meaningful and motivates/inspires our learners. Our 'Hot Choc Friday' reward has helped to increase learners' confidence and self-esteem and motivated them to achieve 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 learner's progress through their individual reading journals. We also have a multiplication rewards system in place, this 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, our learners enjoy coming to school and are enthusiastic about learning. We are an inclusive school; our learners with complex ASN receive 1:1 support to be able to access their individualised curriculum.

Parent Audit Responses:

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



Learner Audit Responses:

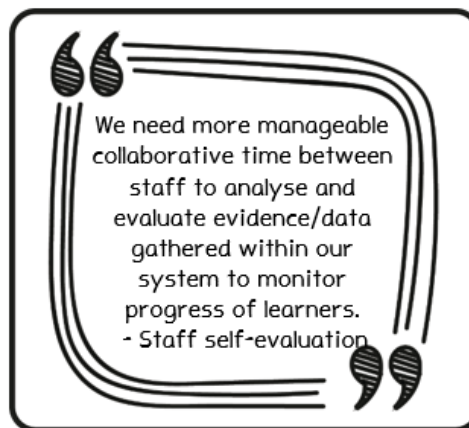
- 100% agreed that they are making good progress in school.
- 100% agreed that they are encouraged to work to the best of their ability.
- 100% agreed their teachers tell them how they are doing/how they can improve.

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

- Raise attainment by improving our spelling programme.
- Adapt our spelling programme to meet the needs of our learners with dyslexia.

- Develop a robust system for tracking pupil progress and assessing their learning that involves the learners in the process and enables them to set personal learning targets.
- Ensure our tracking system is manageable for our multi-composite class and doesn't add more to teacher workload.
- Continue to provide individualised, targeted support for our learners who are not attaining appropriate levels, using our PEF funding.
- Increase pupil engagement using the CIRCLE resource and the Zones of Regulation.
- Recover our links with cluster schools and stakeholders/local businesses to provide more learning opportunities for all learners across the Northmavine cluster.

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



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
2022-2023	Emotional Regulation
	Raising Attainment & Achievement through Play Based Learning
	Parental Engagement
2023-2024	Emotional Regulation
	Tracking & Monitoring
	Raising Attainment & Achievement in Literacy



School Improvement Plan

2023/2024



Factors Influencing the 2023/24 School Improvement Plan

<p><u>Local authority factors</u></p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p><u>National factors and drivers</u></p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
<p><u>United Nations Convention on the Rights of the Child</u></p> <ul style="list-style-type: none"> • Working towards achieving our Bronze Award and becoming a Rights Respecting School. 	<p><u>School factors</u></p> <ul style="list-style-type: none"> • To ensure learning and teaching raises attainment and closes the attainment gap. • To ensure we support our school community to recover from the covid-19 pandemic. • Self-evaluation activities with the Parent and Pupil Council to highlight areas for improvement. • Self-evaluation activities with our staff to highlight areas for improvement. • To ensure our tracking, monitoring and moderation systems are working well for staff and our learners. • To equip our learners with the skills to regulate their emotions.
<p><u>Tacking Inequalities, Poverty Proofing and Cost of the School Day</u></p> <ul style="list-style-type: none"> • Fundraising money through enterprise projects so that our school fund will fully cover the cost of school trips and any other additional costs. • Growing our own food in our new school polycrub to provide free fruit and vegetables for all learners at snack time. • School hoodies/uniforms purchased through school fund. 	

Priority 1: Emotional Regulation Continuation from 2022-2023 – Yes Link to COVID-19 recovery – Yes		NIF Priority: Improvement in children and young people's health and wellbeing NIF Driver: School Improvement Quality Indicators (HGIOS 4): 3.1		
Data/evidence that informs this priority: <u>Observations</u> Emotional regulation is essential to maintaining good mental health. Some learners find it very difficult to regulate their emotions. <u>Curriculum Rationale</u> Emotional regulation is a life skill that not only benefits the individual but all the people around them. Developing life skills is an important part of our curriculum. <u>Staff Feedback</u> Emotional dysregulation is a barrier to learning and can disrupt the learning of others. We are committed to reducing any barriers to learning.	Planned Outcomes: <ul style="list-style-type: none"> - Most learners (75-90%) to learn strategies to manage their emotions using the Zones of Regulation, from baseline self-assessments, by the end of June 2024. - All teaching and learning support staff (100%) to have improved their confidence in using Zones of Regulation by June 2024. 	How exactly are we going to do it? <ul style="list-style-type: none"> • Buy Zones of Regulation resource using school budget • Staff training for using the Zones of Regulation resource • Family Learning night to introduce the Zones of Regulation to parents & learners • Use the Zones of Regulation from primary 1 – 7 • Plan high quality, engaging learning activities on emotional regulation • Embed mindfulness approaches in the classroom • Embed the CIRCLE resource • Staff training for CIRCLE • Train staff using the Kit Bag resource provided by psychological services • Use the Kit Bag with all learners from primary 1 – 7 • Align our school policy on 'promoting positive relationships' with the Zones of Regulation • Update and improve our class 'calm kit' 	Lead Person Hannah Johnson Resources: <ul style="list-style-type: none"> - Zones of Regulation - Mindfulness - Kit Bag - UN Convention on the Rights of the Child - CIRCLE resource Headteacher & Class Teacher to track, monitor & assess: <ul style="list-style-type: none"> - Create baseline assessment - Shanarri diaries - Wellbeing wheels - Health & Wellbeing benchmarks - Health & Wellbeing progression pathways - Mindfulness activities - H&W profiles - Life skills tracker 	Monitoring the impact of the priority on learners <u>Gather Views</u> 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. <u>Evaluate Data</u> In term 2 class teachers will evaluate data from baseline assessment, Shanarri diaries, Wellbeing wheels. Progress will be tracked at the end of each term using the benchmarks, our H&W progression pathway. H&W profiles will evidence achievement. <u>Directly Observe</u> Staff will observe learners & have learning conversations to assess progress throughout the year.

Priority 2: Raising Attainment and Achievement in Literacy (spelling focus) Continuation from 2022-2023 – No Link to COVID-19 recovery – Yes		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		
Data/evidence that informs this priority: <u>Attainment data</u> Data shows that some learners are behind their expected level in spelling. <u>Assessment & Tracking</u> We currently track progress in spelling through the Jolly Spelling and Spelling for Literacy Programme. We assess using the Single World Spelling Test. These programmes may not be the most effective for our learners with additional support needs.	Planned Outcome: Through improving our spelling programme, we will increase attainment in spelling across each level by June 2024: - Most learners (at least 75%) at second level will be on track to achieve the appropriate level in spelling. (Currently minority/less than half) - Majority of learners (50-74%) at first level will be on track to achieve the appropriate level in spelling. (Currently minority/less than half) - All learners (100%) at early level will be on track to begin their spelling programme when they start primary 2. - Effective and play based spelling activities to be planned and implemented alongside the new/improved spelling programme.	How exactly are we going to do it? <ul style="list-style-type: none"> Plan high quality spelling games each week for early, first and second level. Create an area in the classroom with spelling resources, games and challenges to support play based learning. Develop a system for tracking progress through the spelling programmes, with input from class teachers and learning support assistant/worker. Ongoing targeted 1:1 support using (funded by PEF) for learners with the lowest attainment in spelling. Embed a spelling programme that is more suitable for learners with dyslexia. Use the Sumdog spelling programme to replace spelling homework worksheets. 	Lead Person Hannah Johnson Learning Support Assistant to provide targeted 1:1 support for learners who need additional support. Resources: - Various spelling games and resources - Chosen spelling programme for early – second level (may be different programmes for different stages) - Sumdog Spelling - Benchmarks - Tracking system - Spelling assessments	Monitoring the impact of the priority on learners <u>Gather Views</u> Parents, learners and staff will be consulted each term through our school audit, staff meeting & parent/pupil council meetings. The Headteacher will gather views to measure impact. <u>Evaluate Data</u> Class teachers will evaluate data from SWST baseline assessments in term 1 and evaluate them alongside any subsequent spelling assessments. Progress will be tracked at the end of each term using benchmarks and our literacy progression pathway. Pupil profiles will evidence achievement. <u>Directly Observe</u> Staff will observe learners & have learning conversations.

Priority 3: Tracking, Monitoring & Moderation Continuation from 2022-2023- No Link to COVID-19 recovery – No		NIF Priority: Improvements in Attainment, particularly in Literacy and Numeracy NIF Driver: Assessment of Children's Progress Quality Indicators (HGIOS 4): 2.5, 2.7		
Data/evidence that informs this priority: <u>School Audit</u> Teaching staff felt they need more manageable collaborative time to analyse and evaluate evidence/data to monitor progress of learners. <u>Assessment & Tracking</u> Our current tracking, monitoring and moderation systems are adult led. We need learners to be more involved in the process to enable them to become more independent learners.	Planned Outcome: - Improved tracking system for maths and numeracy to reduce teacher workload. - Most learners (at least 75%) will understand where they are in their learning and be able to set individual learning targets. - Most learners (at least 75%) will take ownership of their updated and improved individual pupil profiles. - All teaching staff will have more regular opportunities to moderate within our school or our school cluster (at least once a term). - Time will be protected for collaborative tracking, monitoring and moderation in the HT and class teachers working time agreements.	How exactly are we going to do it? <ul style="list-style-type: none"> • Create a more succinct maths and numeracy progression pathway to make it user friendly • Tracking will be completed once a term alongside individual learners to make the process multi-purpose. Learners will be fully involved and be able to set individual learning targets as a result. • Reduce the amount of completed work we keep in pupil profiles. Keep key pieces of work that evidence progression from early – 2nd level and let learners take the rest home. • Planned moderation events, at least once a term. Some in school with HT and class teacher, some with teachers from cluster schools. • Create a CAT session (collegiate activity time) calendar for the whole year ahead to ensure enough time is set aside for tracking, monitoring and moderation. 	Lead Person Hannah Johnson Resources: - Northern Alliance Maths & Numeracy progression pathway - Education Scotland moderation cycle - QAMSO resources - Learning targets template - Individual pupil profiles - HT and class teacher working time agreement - CAT session moderation calendar - Benchmarks	Monitoring the impact of the priority on learners <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. <u>Qualitative Data</u> Conversations and feedback from learners and teaching staff will help to monitor impact. <u>Quantitative Data</u> Tracking and monitoring – are the learning targets set by individual learners being achieved/supporting progression/improving attainment? PRDs - do teaching staff now find tracking, monitoring and moderation more manageable?

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24: £2,450					
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 Outcome 1. Through providing 1:1 support with reading, comprehension, writing and spelling activities, we will raise attainment in literacy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve the appropriate level in 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 the appropriate level in numeracy and maths.		Details of project/intervention: Our Learning Support Assistant will have an extra 0.5 days in school each week to provide 1:1 targeted support as least once a week for our learners with the lowest attainment in literacy and numeracy. Interventions: <ul style="list-style-type: none"> - SEAL maths programme (stages of early arithmetical learning) - Power of 2 mental maths coaching manual - Reading activities - Comprehension activities - Toe-by-toe phonics based reading manual - Spelling activities - Writing activities 		Resources/Lead Person 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. Class teacher and Headteacher will support our LSA and track learner progress to measure the impact of our PEF plan.	Measures of impact on learners <ul style="list-style-type: none"> - Staff will be able to measure the impact each term through observations, conversations with learners, tracking, monitoring and assessment. - We will evidence improved outcomes through various numeracy and literacy assessments. - This data will be reviewed by our class teacher/Headteacher each term at tracking meetings and reported to parents at parents evenings & in progress reports. - PEF data will also be reported in our Standards & Quality Report.



Overview of our School Improvement Plan

Our plan for 2023-2024 to make our school even better!

Emotional Regulation

Planned Outcomes:

- Most learners (75-90%) to learn strategies to manage their emotions using the Zones of Regulation, from baseline self-assessments, by the end of June 2024.
- All teaching and learning support staff (100%) to have improved their confidence in using Zones of Regulation by June 2024.

How we plan to achieve the outcomes:

- By planning high quality, engaging learning activities on emotional regulation.
- Increasing staff knowledge of using the Zones of Regulation resource and implementing it from primary 1-7.
- Having a family learning night to introduce Zones of Regulation to parents and learners.

Raising Attainment and Achievement in Literacy (spelling focus)

Planned Outcomes:

- Through improving our spelling programme, we will increase attainment in spelling across each level:
- Most learners (at least 75%) at 2nd level will be on track to achieve the appropriate level in spelling.
 - Majority of learners (50-74%) at 1st level will be on track to achieve the appropriate level in spelling.
 - All learners (100%) at early level will be on track to begin their spelling programme in primary 2.

How we plan to achieve the outcomes:

- Plan high quality spelling games each week.
- Create an area with spelling resources, games and challenges to support play based learning.
- Develop a system for tracking progress through the spelling programmes.
- Ongoing targeted 1:1 support using (funded by PEF) for learners with the lowest attainment in spelling.
- Embed a spelling programme that is more suitable for learners with dyslexia.
- Use the Sumdog spelling programme to replace spelling homework worksheets.

Tracking, Monitoring & Moderation

Planned Outcomes:

- Improved tracking system for maths and numeracy to reduce teacher workload.
- Most learners (at least 75%) will understand where they are in their learning and be able to set individual learning targets.
- Most learners (at least 75%) will take ownership of their updated/improved individual pupil profiles.
- All teaching staff will have more regular opportunities to moderate within our school or our school cluster (at least once a term).

How we plan to achieve the outcomes:

- Create a more succinct maths and numeracy progression pathway to make it user friendly
- Tracking will be completed once a term alongside individual learners to make the process multi-purpose. Learners will 'be fully involved and be able to set individual learning targets as a result.
- Planned moderation events, at least once a term. Some in school with HT and class teacher, some with teachers from cluster schools.



Parents:

- Engage in school events.
- 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.
- Volunteer to become a parent helper.

How can you help?

Page 34 of 36



Pupils:

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

North Roe Primary School

Working Time Agreement

Session 2023-2024



School day = 6 hours 10 mins

Not including breaks = 5 hours

8.50am - 10.45am (1 hour 55 mins)	Break time 15 mins	11.00 – 12.30pm (1 hour 30 mins)	Lunch time 55 mins	1.25pm – 3.00pm (1 hour 35 mins)
--------------------------------------	-----------------------	-------------------------------------	-----------------------	-------------------------------------

Configuration of time within 35 hour week: Head Teacher

Activity	Hours per week (35 hour week)	Hours per year (x39 weeks)
Class Contact (teaching)	17	663
HT Administration (Wed 8.50am – 3pm and Thur 1.30pm – 3pm)	7.5	292.5
Personal (Preparation & Correction)	7.5	292.5
Remaining Time	3	117
Total	35	1,365

Breakdown of remaining time (117 hours per year)

Activity	Hours per year
In-service (5 x 6 hours)	30
Parent consultation & preparation	3
Report writing, tracking & monitoring	14
Forward planning & evaluations	16
Professional review & development	7
Staff meetings/collegiate activity time (CAT) 8 x 2 hour sessions	16
GIRFEC meetings & preparation	6
Curricular development	10
Flexibility hours (to include) - concerts - fundraisers - visiting other schools - any other school related event	15
Total	117

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 2023-2024



School day = 6 hours 10 mins

Not including breaks = 5 hours

8.50am - 10.45am (1 hour 55 mins)	Break time 15 mins	11.00 – 12.30pm (1 hour 30 mins)	Lunch time 55 mins	1.25pm – 3.00pm (1 hour 35 mins)
--------------------------------------	-----------------------	-------------------------------------	-----------------------	-------------------------------------

Configuration of time within 15 hour week: Class teacher 1.5 days & ASN teacher 0.5 days

Activity	Hours per week (15 hour week)	Hours per year (x39 weeks)
Class Teacher (Wed 8.50am – 3pm and Thur 1.30pm – 3pm)	7.5	292.5
Personal (Preparation & Correction)	1.5	58.5
ASN Teacher (Thur 9am – 12.30pm)	3.5	136.5
Remaining Time	2.5	97.5
Total	15	546

Breakdown of remaining time (97.5 hours per year)

Activity	Hours per year
In-service (2 x 6 hours)	12
Parent consultation & preparation 16 x 10 min appointments = 2 hours 40 mins	4.5
Report writing, tracking & monitoring	14
Forward planning & evaluations	12
Professional review & development	2
Staff meetings/collegiate activity time (CAT) 8 x 2 hour sessions	16
IEPs	7
GIRFEC meetings & preparation	9
Curricular development	5
Flexibility hours (to include) - concerts - fundraisers - any other school related event	16
Total	97.5

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).