

OLLABERRY PRIMARY SCHOOL

**Standards & Quality Report
2018-19**

**School Improvement Plan
2019-20**



**Ollaberry School is a happy, safe
and creative school.**

*Our pupils' views are listened to and
they have a strong sense of belonging to
our community.*

**We treat each other with respect and
compassion.**

**We work together to achieve
the best that we can.**

**Our learners leave with confidence and
happy memories.**

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 2019-20. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) 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:



Within Curriculum for Excellence every child is entitled to experience a curriculum which is coherent from 3-18 years old. Those planning the curriculum have a responsibility to work in partnership with others to enable children to make positive transitions and to build on their prior learning and achievement. We want to know how well we are doing and how we can improve. We continually evaluate what we do in the light of how it is impacting on our learners. We have been asking ourselves, our partners, pupils and families to comment on their views of how well we are achieving our aims.

Our self evaluation is in the pages that follow, along with a review of the targets from last session's School Improvement Plan.

CONTEXT OF THE SCHOOL

Ollaberry School is a single teacher school serving the rural communities of Ollaberry, Collafirth and Gluss in the North Mainland of Shetland. The pupil roll this year is 18 pupils (P1-P7) who learn in one class principally taught by the teaching Head Teacher. The school is housed in bright, modern premises and is very well supported by the local community.

Factors influencing the School Improvement Plan

School factors

- Rural location
- Increasing roll
- Almost complete change of staffing, including two newly qualified teachers

Local Authority/ Quality Assurance factors

- Schools Quality Improvement Plan
- SIC Development Plan
- Equality targets and Closing the Gap local strategies
- The school was visited by Education Scotland Inspectors in May 2019, the focus of the inspection was maths/ numeracy.

National factors

- National Improvement Framework Priorities
- How Good is Our School 4
- Benchmarks and moderation guidance
- Guidance on Reporting to Parents

Consultation and Communication

How has the school engaged pupils in decisions about improving its work?

Pupils

Our small size makes it easy to gather the views of each pupil about their school life and what could be done to improve things. Each pupil has an individual learning conference weekly with the teacher, at which time they specifically set individual, group and whole school targets. Pupils are able to engage with significant adults at many informal opportunities during every day and are vocal in giving their views and in contributing ideas, resources, time and energy to school improvement. Pupils regularly suggest, discuss, chose, plan, lead, carry out and evaluate developments in school. Our pupils take part in a weekly Pupil Council meeting.

How has the school engaged parents and carers in decisions about improving its work?

Our very close links with our rural community mean that parents and community members are routine visitors to the school. Our Community Councillors meet in the building. Our parents are all members of Parent Council and hold regular meetings to plan and discuss ways to support the school and to plan and lead developments. The School Improvement Plan priorities are a standing item on every agenda. Parents regularly contribute resources and practical skills to the school. Families are consulted formally by audit questionnaire every other year, but are informally invited to make comments, suggestions or ask questions at the end of each term, when they return their child's termly report slip.

How has the school engaged its staff in decisions about improving its work?

Our staff is small and we work as a close team. Visiting staff travel to several schools and often have good ideas or innovations to share. All of our teaching and support staff are encouraged to actively participate in the planning and delivery of learning experiences and in the development of the school. Formal staff meetings are rare, as logistics make it difficult to all attend together, but good communication is a high priority and we do all we can to ensure that all staff have a stake in the development of the school and have opportunities for professional development.

How has the school engaged community partners in decisions about improving its work?

Our school has close links with the Ollaberry Community, several local groups use the building after hours. The local knitting group runs a weekly knitting club for our pupils during the school day. We have close ties with local businesses such as The Altaire Fishing Company, local aquaculture industries, Total and Sullom Voe petrochemical sites and Ollaberry Shop. Parents and other 'experts have regularly visited our school as part of our 'World of Work' project. This was also a part of our equality priorities.

Standards & Quality Report Ollaberry Primary School 2018-19

Our pupils have weekly opportunities to work with food and to learn about nutrition, healthy choices and food hygiene.



Pupils demonstrate their learning in a variety of ways. Here a Primary 2 pupil shows her understanding of symmetry.



Our youngest pupils learn to work together as a team to solve a maths problem.



We make the most of our rich local environment and learning often takes place outside the classroom.



We celebrated cultural events such as pancake day.



Our annual residential trip to Voxter outdoor centre is a highlight of our school year. Pupils and staff enjoy the special environment and take time to build relationships and raise self esteem.



As part of our World of Work project, scientists from Cooke Aquaculture explained about salmon farming and our local aquaculture industry.



Our science lessons often involve devising and carrying out experiments. We also often have to use our numeracy and literacy skills for these lessons.

Progress made with the Priorities from our 2018-19 School Improvement Plan

Ollaberry School Improvement Plan Targets session 2018-19

Target 1 Improving pupils' strategies for mental maths and problem solving (CONTINUED FROM LAST SESSION)		
Quality Indicators: 1.3 1.5, 2.5,3.1 NIF:3.1, 3.4, 4.4		
Focus: Closing the attainment gap Improving equality NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 1- ATTAINMENT		
Starting position: Pupils and staff identified this through use of formative assessments and SNSA as an area for improvement.		
Desired outcomes	Actions	IMPACT
Raise attainment in mental maths and problem solving in maths	<ul style="list-style-type: none"> 1.Consolidate learning of times tables and other mental strategies 2 HT part of authority numeracy strategy group 3 Introduce numeracy pathway map for planning to ensure progression 4. HT to take part in SEAL training and introduce to P1-4 class 	<p>Audit at end of session</p> <p>All pupils are having increased opportunities to practice strategies. This was highlighted during the Education Scotland inspection visit in May 2019</p> <p>Attainment in mental calculation is good, with most pupils at or above the benchmark standards for their age/ stage. Inspectors specifically praised the balance of new learning, revision and application in different contexts. It was noted by the inspectors that our pupils have high levels of capability in multiplication tables and a good level of automaticity in manipulation of numbers for calculation.</p> <p>SEAL maths was introduced for pupils need confidence building and this will be continued next session.</p> <p>Staff and pupils felt that although we had raised attainment and confidence in mental strategies, there was still some room for consolidation in problem solving and applying calculations in different contexts. Parents and staff were keen to build on the gains we have made this year and to continue with this priority in the coming session.</p>

Target 2 Northern Alliance Emerging Literacy project Quality Indicators: 1.3 1.5, 2.5,3.1 NIF:3.1, 3.4, 4.4		
Focus: Closing the attainment gap Improving equality NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 1 ATTAINMENT		
Current position: Pupils and staff identified this through use of formative assessments and SNSA as an area for improvement.		
Desired outcomes	Actions	IMPACT
Raise attainment in literacy	1.HT to attend launch event in Aberdeen 2. HT to use strategies in class- screening assessment etc 3. HT to take part in professional development relating to project 4.Review of progress	Audit Is attainment raised? (Data using value added screening tool and SNSA and professional judgement) HT attended training events and school took a full part in this project. As headteacher I felt that some of the strategies were good but most were focussed for teachers with little experience of teaching literacy. I felt that my time could have been better used and I did not gain as much from the programme as I had hoped, since I was already familiar with many of the strategies. The prescreening and value added tool was a very light touch and did not provide the in depth analysis of pupils pre and post Primary 1 skills as compared to the one I had previously been using. After discussion with colleagues and parents, I feel that we can and should work on raising attainment in creative writing and spelling, as although attainment is already good in these areas, there are places we can see gaps to work on. The focus for Literacy next session will be targeting at P4-5 pupils and based around spelling strategies, cursive writing and ambitious creative writing skills.

Ollaberry School Improvement Plan targets session 2018-19

Target 3 Review of curriculum map for move to two classes Quality Indicators: 2.2, 2.3, 3.1, 3.2 NIF:2.1,4.3

Focus: P1-7 curriculum **NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 1+2 ATTAINMENT & CLOSING THE GAP**

Starting position: Pupils have been taught in one class for previous 8 years- a move to two classes enables a fresh look at curriculum coverage and organisation to maximise pupils learning experiences. We have an old curriculum rationale which requires a complete review and new consultation with parents. We will have new staff so working on this will help to draw the staff team together and focus on shared aims and methods.

Desired outcomes	Actions	IMPACT
Pupils having quality learning experiences FOCUS Literacy Numeracy Science	1 Purchase of new spelling scheme resources (PEF) 2.Planning of overall curriculum coverage and long term plan 3 Medium term planning to reflect new class structures- use of bundles of benchmarks 4.Redraft school curriculum rationale as a staff team- input from pupils and parents via meeting and consultation.	Audit New spelling scheme resources were purchased and are in use. Due to increase in roll we will need to buy more of these. A New Curriculum rationale was devised, looking at School Aims and Vision statement with our pupils and parents. Long and Medium Term planning was revised so that outcomes were planned across a 4 year teaching programme, with a frequent revisiting of outcomes to enable consolidation as well as progression. Depth and challenge was planned into these areas using holistic assessments and taking every opportunity for pupils to apply learning throughout various contexts and locations. Space was made in the curriculum plans for pupil choice and for a validation of pupils' voice in taking responsibility for their learning.

Ollaberry School Improvement Plan targets session 2018-19

Target 4 To track pupils' progress using benchmarks

Quality Indicators: 1.2, 2.3, 2.4, 3.2 NIF:2.1,4.3, 4.4

Focus: Assessment **NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 2-CLOSING THE GAP**

Shetland Quality Improvement Framework Action2

Starting position: Progress is tracked .using significant learning outcomes – as this is single teacher school, good professional knowledge is in place about each pupil with less need for formal recording.

Desired outcomes	Actions	IMPACT
<p>Pupils progress is tracked using benchmarks as is required</p>	<ol style="list-style-type: none"> 1.Set up format as per guidelines 2 Track progress 3 Review 	<p>Audit</p> <p>Tracking is now in place across the curriculum for our pupils. Maths/Numeracy is being tracked using the Highland Numeracy Progression Pathway. All other subjects are being tracked using the model the cluster adopted based on the one devised by Baltasound School.</p> <p>This was very time consuming and laborious for staff to set up and in discussion with the Education Scotland Inspectors, we did feel that it did not really add a great deal to our very detailed knowledge about our pupils. However it is in place and we will continue to use it for another 2 sessions before we reaudit its value as a tool.</p> <p>We will move to using the Highland Literacy Progression Pathway for the tracking of Literacy form the start of this current session as it provides a better link in to the Emerging Literacy project and reduces the need for duplication of data.</p>

Ollaberry School Improvement Plan priorities session 2018-19

Target 5 : Continue to work with cluster colleagues/ QAMSO team on moderation and use SNSA effectively

Quality Indicators: 1.2, 2.3, 2.4, 3.2 NIF:2.1,4.3, 4.4

Focus: Quality Assurance **NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 2 CLOSING THE GAP** Shetland Quality Improvement Framework
Action 4

Starting position: We have been working with cluster colleagues on moderation and it will continue to be the cluster focus for improvement in this session.

Desired outcomes	Actions	IMPACT
<p>Consolidate professional understanding of using benchmarks and criteria to ensure a robust and consistent approach to assessment</p> <p>Strengthen professional dialogue across the cluster.</p>	<ol style="list-style-type: none"> 1. HT take part in QAMSO events 2. Extension of cluster moderation following successful writing day. 3. Review use of SNSA and decide effective ways to use it 	<p>Audit questions</p> <p>We felt as a staff that cluster moderation opportunities have not really contributed very largely to our progress in moderation. This has been due to staffing challenges in other settings. Within our own school we have taken part in 4 formal moderation activities plus weekly team teaching and professional reflection meetings about our pupils' standards and our school trend of attainment.</p>

Ollaberry School Improvement Plan priorities session 2018-19

Target 6 : Involve parents in anti-bullying development work

Quality Indicators: 1.2, 2.3, 2.4, 3.2

Focus: NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 3 HEALTH AND WELLBEING

Increasing parental involvement

Challenging prejudice

Pupil Voice

Starting position: It is some years since we worked with Parent Council on this.

New national anti bullying strategy published June 2018.

Desired outcomes	Actions	IMPACT
<p>Develop a good programme of working on bullying issues.</p> <p>Reduce incidences of bullying behaviours and increase internet safety.</p> <p>Increase parents opportunity to engage with the school in genuine school improvement.</p>	<ul style="list-style-type: none"> • Parent Council meeting – introduce new National Anti-bullying Framework and resources. • Meet with parents to respond to that and to jointly plan a programme of study. • Involve parents in workshops with pupils • Redraft school vision statement and anti-bullying statement 	<p>Audit</p> <p>We have a new School Vision Statement and revised Aims, the piece of work done between staff, pupils and parents to achieve these was a very valuable coming together and some excellent discussions about our purpose and shared understanding of these areas was achieved.</p> <p>We agreed that work on self-esteem and anxiety management for some of our pupils was very urgently needed and we put in place a programme of mindfulness and nurture activities.</p> <p>We decided to defer the revision of an antibullying policy and programme of study until the next session. This will be one of our new SIP priorities.</p> <p>Parents engaged very actively with the decisions around this and are keen to take part in developments next session.</p>

Ollaberry School Improvement Plan priorities session 2018-19

Target 7 : Take part in STEM initiative

Quality Indicators: 1.2, 2.3, 2.4, 3.2

Focus: NATIONAL IMPROVEMENT FRAMEWORK PRIORITY 4 EMPLOYABILITY SKILLS- young workforce development

Starting position: We took part in two sessions last year – parents are very keen and a number are involved in delivering this in schools

Desired outcomes	Actions	IMPACT
<p>Pupils have increased opportunities in STEM</p> <p>Increase parents opportunity to engage with the school in genuine school improvement which is led by them.</p>	<ul style="list-style-type: none"> • Parent Council meeting – timetable • Pupils and staff take part in STEM workshops 	<p>. Audit</p> <p>All of our pupils took part in Generation Science activities in Term3 – this raised attainment for many pupils by allowing opportunities for hands on experimentation and active learning in various contexts.</p> <p>Our STEM links from Total and Sullom Voe arranged site visits for our older pupils, which contributed to both their understanding of resources and materials, but also gave them an insight into the world of work and of health and safety.</p> <p>All our of pupils had regular Health and Wellbeing sessions during Term 3 based on ‘risks and challenges’ and they were able to take part in making some risk assessments of their own about various school and local activities. We felt this greatly helped them to take responsibility for their own risk management when it came to doing cycle training later in the session.</p> <p>Moany of our parents took part in our ‘ World of Work project, by visiting school or allowing us to make visits to their place of wor.</p>

HOW GOOD IS OUR SCHOOL?

EVALUATION OF PROGRESS FOR OLLABERRY SCHOOL 2019

Driver	Area of strength	Areas to develop
School leadership learning 1.2	<p>There is evidence of a range of strategies in use to support children to take responsibility for their own learning and progress. These enable children to have greater confidence and skills in leading their own learning and that of others.</p> <p>Classroom staff engage regularly in professional dialogue.</p> <p>All staff participate in individual professional learning which improves outcomes for learners.</p> <p>Staff are confident in discussing how they have improved their practice.</p>	Changes to staffing during next session will mean that there needs to be an emphasis on establishing professional dialogue to ensure continuity, and consistency across the school.
School leadership change 1.3	<p>All staff have consistently high expectations of learners</p> <p>All staff are committed to change which results in improvements for learners</p>	
Teacher professionalism 2.3	<p>The learning environment is build on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes.</p> <p>Learners' achievements in and out of school are recognised and celebrated.</p> <p>Learners play an active role in the school and the community.</p>	
Parental engagement 2.5 2.7	<p>Almost all of the children and their parents are included and participating in the life of the school.</p> <p>Strong home school links improve outcomes for learners.</p> <p>Staff support families to actively engage in their children's learning attainment and achievement.</p> <p>The school understands and plays a significant role in the life of the local community.</p>	

	All our families are members of the Parent Council.	
Assessment of children's progress 2.3 1.1 1.2	<p>Professional learning activities are linked to results of self evaluation and identify areas for improvement.</p> <p>Staff make effective use of up to date research/ data from Scotland to inform their learning and developments.</p> <p>Staff use a range of different assessments to measure children's progress across the curriculum.</p> <p>There is evidence that children are confidently engaged in reviewing their own learning.</p> <p>Classteacher is using benchmarks and bundling of outcomes to improve planning for learning.</p>	<p>Further develop use of SNSA information and additionally use Numeracy Strategy documents to plan and track learning.</p> <p>Use of benchmarking tool to appropriately record pupils' progress.</p> <p>School is joining the Northern Alliance literacy project in the session 2018-19</p> <p>Head Teacher continuing in role as QAMSO for authority- leading to opportunities for training and professional dialogue at a national level.</p>
School Improvement Curriculum 2.2	<p>All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p> <p>Planning for progression in children's learning is in place for the four contexts and shows how knowledge understanding and skills are built over time.</p> <p>There is a clear focus on developing skills of literacy numeracy health and wellbeing creativity and digital skills in a progressive way across the curriculum.</p>	
School Improvement Support 2.4	<p>Both universal and targeted learning and support is embedded and is having a positive impact in children's progression in learning.</p> <p>Relevant support staff are involved in planning and reviewing support for individuals and groups of learners.</p> <p>Children and their parents are fully involved n decisions about how their needs will be met.</p>	<p>Work on anti bullying, friendship support and Circle of Friends needs to be embedded.</p> <p>Additionally work on mindfulness and anti –anxiety strategies will be developed this session.</p>

	<p>There is a strong ethos across the school to minimise the impact of potential barriers to learning.</p> <p>Tasks activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.</p>	
<p>School Improvement Transitions 2.6</p>	<p>Children and their parents are actively involved in planning transitions.</p> <p>Transition arrangements between nursery and primary school ensure children's wellbeing. We support pupils to manage change in a positive way throughout primary school and at transition to High School.</p>	Continue
<p>School Improvement Raising attainment 3.2</p>	<p>Almost all children are attaining appropriate levels and a few have exceeded these.</p> <p>Attainment levels in literacy and numeracy are an essential feature of the schools priorities for improvement and are raising attainment.</p> <p>Attendance rates are high, exclusion rate is low and inclusion is successful for all pupils.</p> <p>The school empowers children to have a say in the quality of their learning experiences and how to improve.</p> <p>Here is evidence that children are applying and increasing their achievements through active participation in their local community.</p>	Further use of SNSA and numeracy strategy and Northern Alliance project.
<p>School Improvement Creativity and employability 3.3</p>	<p>Creativity skills are articulated recognised and valued by staff and learners.</p> <p>Learners feel able to challenge the status quo.</p> <p>Learners are able to demonstrate their ability to transfer creativity skills to new contexts.</p> <p>Pupils took part in Scottish national Opera event in June 2019. All pupils entered Shetland Boat Week competition- there were 3 winners from the school.</p>	Continue to maximise all opportunities for creative contexts for learning. Ensure that teaching is engaging pupils creativity and that assessment is primarily focused on holistic professional judgements.

	<p>Most pupils entered Shetland Young Writers competition with entries in both English and in dialect, there were 4 winners from the school (out of 6 categories) and 2 highly commended entries. Pupils took part in Music Festival, Young Musician of the Year, Junior Netball league and visiting drama group workshops</p>	
<p>Performance information</p>	<p>The school was inspected in 2013 and received 5/5 excellent gradings. Since that time staff have worked on maintaining the high standard that was recognised and building on it as suggested by HMIe.</p> <p>Termly QIO visits, engagement in professional development and some consolidation of support staffing further enhance the school's capacity to build sustainable improvement.</p> <p>The school was visited by Education Scotland inspectors in May 2019 with a focus on maths and numeracy. The staff were commended for the high quality of teaching and learning, the efficient but thorough planning formats, the use of resources and contexts for learning, the comprehensive tracking of pupils' learning, the engagement of pupils in their learning and the high standard of attainment in multiplication tables and mental maths strategies. Staff had the opportunity to ask questions about resources such as maths schemes, tracking and transferability of learning. We felt the experience was very positive professionally and gave us good feedback about our successes and a direction to go in future developments this session.</p>	<p>School needs to take part in Quality Assurance visit or complete a more formal QA procedure at this time midway between inspection cycles.</p>

Staff Professional Development and Training Audit Session 2018/2019

What?	Who did it?	When? For how long?	How was it funded?	What impact on pupils' / staff experiences has this had?
QAMSO meetings	Marianne Raikes	4 days	Education Scotland	Assessment / raising attainment/ closing the gap
Moderation- cluster	Marianne Raikes	1 day	CPD x 5 hours	Statutory duties /assessment/ raising attainment HT has increased knowledge and confidence in making professional judgements on attainment
Moderation meetings	Marianne Raikes	2x 1 hour after school	Collegiate time	Raising attainment-staff have increased knowledge and confidence in supporting pupils to raise attainment
Probationer support meetings	Marianne Raikes	1 hour after school per week	CPD x 39 hours	Increase in confidence and competence leading to better quality teaching and raised attainment.
Head teacher Development	Marianne Raikes	1 days through session	Admin time	Working with colleagues to develop strategies for SIC Education Dept. HT is up to date with current authority guidance and will ensure pupils are experiencing a fair and equitable educational opportunity.
Numeracy Strategy group	Marianne Raikes	3x2 hours after school	6 CPD hours	Opportunity to work with colleagues to update practice leading to better quality learning experiences, information about resources, progression etc
MAPA training	Marianne Raikes	2 days	Use of non-contact time	Increased confidence in working with deescalating and MAPA techniques for best practice in this area
Probationer teacher training	Lynsey Morrison	15 x days	Government funded	Achievement of standards for full registration
Probationer mentor training and support meetings	Marianne Raikes	4 x 2 hours	Use of non-contact time	Supporting newly qualified teachers to gain full registration
Mindfulness for schools	Marianne Raikes Liam Gale	2 hours	2 CPD hours	Introduction of mindfulness programme to support pupils self-esteem and provide strategies for anxiety management.
Probationer teacher training	Liam Gale	7x days	Cover provided by HT use of non contact time	Achievement of standards for full registration

Fundraising for Ollaberry School Fund for financial year April 2018 – March 2019

Please note that full accounts for Ollaberry Primary School Fund are audited and are available to members of our Parent Council annually in September. This is just a snapshot of what we have been up to with fundraising.

<u>Activity / Event</u>	<u>Amount made</u>	<u>Proceeds for:</u>
Car wash	£790.70	School Fund
Open Day and BBQ	£239.00	School Fund
Christmas concert & DVD sales	£387.00	School Fund
Soup and Sweet	£960.00	School Fund
Easy Fundraising	£129.64	School Fund

Total raised for School Funds is :£2506.34

Donations to School Funds:- Total donations: £1200

- Altaire - £1000
- NCC Grant - £200

Total raised for charities :

Comic Relief: £62

Water Aid: £100:





Annual Christmas Community Pantomime
Ollaberry Hall December 2018

Expressive Arts – drama, music and dance

Our pupils explore how they can use voice, movement and expression in role play and drama.



Our pupils taking part in Scottish National Opera Touring Production 'The Jacobites'



Up Helly Aa

Our pupils have a strong sense of place, culture and belonging





Faroese Flotilla

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting.





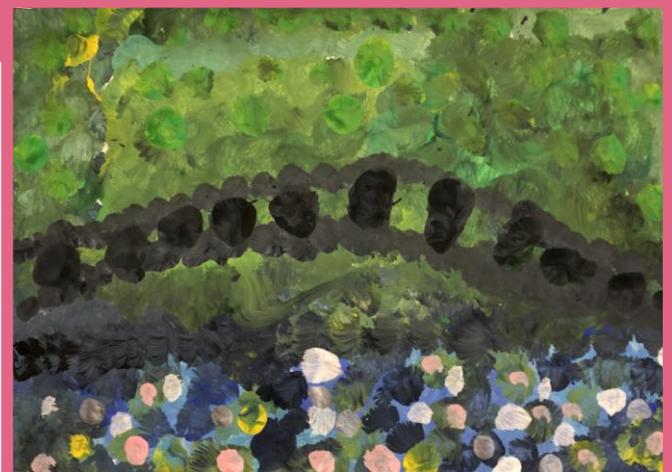
Fire Bird

An art, music, dance and literacy project, based on Stravinsky's opera 'The Firebird'



Monet

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.





I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.



Planting Trees

STAFF AND PUPILS AND PARENTS COMPLETED THIS SELF EVALUATION IN JUNE 2019

Self-evaluation summary for primary schools and primary schools with a nursery class:

OLLABERRY PRIMARY SCHOOL , SHETLAND ISLANDS COUNCIL

How well are you doing?	How do you know?	What are you going to do now?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
What's working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	
<p>QI 1.3 Leadership of change</p> <p>Developing a shared vision, values and aims relevant to the school and its community</p> <p>Strategic planning for continuous improvement</p> <p>Implementing improvement and change</p>			
<ul style="list-style-type: none"> The staff team work closely to ensure consistently high expectations and shared values We have a strong understanding of our learning context and the life of our community 	<ul style="list-style-type: none"> Learners feel secure in what will be expected and therefore able to take 'learning risks' Learners also take part in talking about our learning context- they know it is valued and understood. Learners feel and ownership of change. They are supported to plan for it and to adapt to it through specific programmes of study and also through the 	<p>We need to improve the way we share our school vision with stakeholders.</p> <p>We need to refresh our shared expectation as new staff will join the team next session.</p> <p>We needs to ensure we 'live' it not just write it in plans- we need active shared accountability.</p> <ul style="list-style-type: none"> To plan how we will 'live out 	<p>5</p>

<ul style="list-style-type: none"> We can plan ahead to improve learning but we also have the resilience to cope with more dynamic or unexpected changes We solve problems by critical and creative thinking and a positive mindset 	<p>supportive network of the school ethos.</p> <ul style="list-style-type: none"> Learners are expected and allowed space to also apply critical thinking and creativity toward solving problems- adults do not ‘over support’ them so they can take ownership of solutions. 	<p>or actualise that statement in terms of the day to day life of school and the way in which we lead change.</p>	
<p>QI 2.3 Learning, teaching and assessment</p> <p>Learning and engagement</p> <p>Quality of teaching</p> <p>Effective use of assessment</p> <p>Planning, tracking and monitoring</p>			
<ul style="list-style-type: none"> Staff are committed to pupils’ rights and relationships are positive and supportive Pupils are empowered to take responsibility for their learning in real ways. Learning experiences are matched to childrens’ needs and our specific learning context 	<ul style="list-style-type: none"> Learners feel supported and cared about as individuals They feel that their views are listened to and acted upon. Learners are confident and successful Learners contribute both within school and within the community. Learners are creative and 	<p>We need to improve the way we plan our curriculum to take into account the division of the school into two classes.</p> <p>We need to improve the way we use the plan using Learning Outcomes to maximise opportunities for making connections between learning and</p>	<p>5</p>

<ul style="list-style-type: none"> Experiences are engaging and appropriately challenging Staff are skilled in promoting well timed interventions and planning next steps. We know our pupils very well and we observe them closely. We know about their wider lives and we consider how to plan learning to meet interests and needs Teachers use competent questioning to promote higher order thinking. Learning is enriched by use of outdoor, digital and multi composite environments Assessment is effectively use to allow pupils to both demonstrate attainment and to plan next learning steps. The Headteacher has experience in working with National QAMSO team and with local colleagues on moderation- so we have a clarity about a shared high standard of expectation. We have good information about attainment for pupils with ASN 	<p>independent. They take responsibility for learning and they act on effective personalised feedback to improve.</p> <ul style="list-style-type: none"> Our learners both give and expect clear instructions and explanations. They know what they are learning and why. Learners demonstrate their learning in a variety of ways suited to their needs and appropriate to the task. They have choice and ownership of much of that. Learners work with their teachers to plan their own learning. . 	<p>ensuring there is a genuine application of skills not just knowledge.</p> <p>We need to track our learners progress using a more robust tool- we have this in progress but we need to embed it and figure out it's effectiveness in assisting us to plan next steps.</p> <ul style="list-style-type: none"> School Improvement Plan priorities 3 and 4 are focusing on these issues. 	
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QI 3.1 Ensuring wellbeing, equality and inclusion			
Wellbeing			
Fulfilment of statutory duties			
Inclusion and equality			
<ul style="list-style-type: none"> We have a very strong passion and focus on the dignity of each individual person and we are committed to 'living' equality. We promote empowerment and raising our pupils' and staffs' capacities to flourish We include our stakeholders in key decisions We conduct the day to day business of our school in a way which promotes respect for others and which challenges prejudice. We attempt to remove barriers and close the gap of opportunity for our learners wherever that is evident. 	<ul style="list-style-type: none"> Our learners, families and staff feel safe, included, nurtured and respected. They are enabled to be active, to achieve and to make healthy choices. Our learners and staff are happy to be at school! Our learners feel that they are individuals who are known and loved and who have a voice that matters. Our learners support each other. In real and practical ways they accept difference and creatively solve issues of exclusion and unfairness. In many ways they lead this independently of adults. 	<p>We need to improve the way we enable our pupils to have access to good information and the opportunities to discuss and value the strong contribution that they make to our school in this area.</p> <p>We need to be vigilant in keeping this a high priority within our school community.</p> <p>We need to share this message effectively with or new staff members.</p> <ul style="list-style-type: none"> School Improvement Plan target 6 is focused on this issue. 	5

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

- We value each pupil and we recognise that achievement and attainment is personal, diverse. However, we also take good heed of the need to robustly measure their progress against national standards and to record that.
- We talk with our pupils about their attainment and their achievement. We talk in a non-jargon way about attainment with parents.
- Teachers are skilled in making effective use of assessment and in making professional judgements which both highlight good attainment and also quickly identify gaps.
- We know our learners very well, we are ambitious for their achievement and promote a culture of

- Almost all of our learners attain in line with national expectations.
- Those who do not, have supportive and targeted interventions, which have been carefully planned and discussed and agreed with families through regular school and home partnership meetings.
- Our learners can talk about their achievements and about what they aspire to improve. Our parents know about their child's current attainment.
- Our learners are clear about their key learning targets in literacy and numeracy. These are simple, short term and are set with their teacher frequently.

We need to improve the way we track progress using the newly introduced benchmarks.

- We need to raise attainment further in literacy and numeracy by targeting our School Improvement priorities.
- We will be taking part in the Northern Alliance Emerging Literacy project from August 2018
- We have purchased new spelling and phonics resources for the P5-7 class
- The Headteacher will be transfer from the QAMSO Literacy to the Numeracy team- in order to maximise opportunities for professional development in moderation of numeracy.

<p>achievement in all areas both in and out of school.</p> <ul style="list-style-type: none"> • We recognise achievement in a wide and diverse context, but we also are very focussed and mindful of the key areas of literacy and numeracy. • We passionately promote achievement for all learners regardless of their challenges. We have a growth mindset and we want to inspire learners with positive attitudes to challenge. • We maintain professional recording and methods of conduct to appropriately hold robust information about pupils' attainment. 	<ul style="list-style-type: none"> • Our learners experience being successful, they know what it looks, sounds and feels like, they appreciate it in others and recognise it in themselves. • Our learners move to High School with a positivity about themselves as successful learners, no matter what their needs are. • Our learners can articulate ambitions for their future. 	<p>She is also a member of the new Shetland Numeracy Group.</p> <ul style="list-style-type: none"> • We will be introducing SEAL maths into the P1-4 class. • We will take part in the STEM initiative this session, to promote ambition and employability skills. 	
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School Improvement Plan 2019-20

SUMMARY of Ollaberry School Improvement Plan targets for session 2019-20

	Target	Link to National Improvement framework targets	RATIONALE/ DESIRED IMPACT
1	Improving pupils' strategies for mental maths and problem solving	1 ATTAINMENT CLOSING THE GAP	To improve pupils' learning and attainment- identified from teacher assessment and SNSA
2	Further Develop Northern Alliance Emerging Literacy Project across whole school- using HLPP tracking.	1 ATTAINMENT 3 INCLUSION AND EQUALITY	Raise attainment in spelling/writing- especially that which is linked to dyslexia and pupils in P4-5
3	Involve parents in anti-bullying project curriculum development. Write School anti bullying statement including all stakeholders.	1 CLOSING THE GAP 3 INCLUSION AND EQUALITY	Increase parental involvement and strengthen parental confidence in the school. To ensure equality and prevent bullying and prejudice
4	Develop school's eco curriculum and achieve Eco School Green Flag status. Create a nature trail area in the school grounds.	2 CLOSING THE GAP HEALTH AND WELLBEING 4 EMPLOYABILITY SKILLS	Pupils have increased opportunities to learn about climate change and their contribution to democracy. They will have increased knowledge of our local ecosystems. This will be a joint project with Parent Council.

Improvement Priorities for 2019-20

Priority 1: Improving pupils' strategies for mental maths and problem solving		National Improvement Priorities: 1 – raised attainment 2- closing the gap National Improvement Framework Drivers: assessment of children's progress Quality Indicators (HGIOS? 4): 1.1 1.2 2.2 3.2			
What do we want to achieve for learners? Pupils in P3-4 will be able to tackle 1 step word problems with confidence in a range of contexts. They will know the calculations required and will be competent and accurate in carrying them out. They will feel confident mathematicians. Pupils in P5-7 will be able to tackle 2 step word problems with confidence in a range of contexts. They will know the calculations required and will be competent and accurate in carrying them out. They will feel confident mathematicians.	How exactly are we going to do it? <ul style="list-style-type: none"> • Be rigorous about regular teaching of mental strategies to increase competence. • Parents on board and supporting learning of facts, x tables etc • Give pupils many opportunities to practice their skills in scaffolded learning situations • Support pupils who need it with extra sessions, use of SEAL etc • Increase depth and challenge by use of applied learning in unfamiliar contexts • Engage our pupils in interest by offering real live challenges linked to real contexts, eg fundraising Open Day, construction projects. 	Personnel <i>All school staff.</i>	Time Scale <i>Start August 19 Pupils will have timetabled lessons- QA monitored by HT</i>	Resources SEAL resources £200 SUMDOG £150 Maths Base- £72 Cookery ingredients / technology items £200 TOTAL: £620	Monitoring and evidence Tracking using HNPP Moderation within school by teaching staff 4X 1 hour meetings Overall progress assessed at end of each term using holistic assessments and/or summative assessments eg SNSA.

Priority 2: Further Develop Northern Alliance Emerging Literacy Project across whole school- using HLPP tracking.		National Improvement Priorities:1 – raised attainment 2- closing the gap National Improvement Framework Drivers: assessment of children’s progress Quality Indicators (HGIOS? 4):1.2 2.2			
What do we want to achieve for learners? Raise attainment in spelling/writing/ handwriting- especially any underachievement which is linked to dyslexia and for all pupils in P4-5	How exactly are we going to do it? <ul style="list-style-type: none"> • Introduce use of Highland Literacy Progression pathway to get an overview of pupils progress • Purchase extra spelling resources if needed • Staff to agree and use a consistent scheme/ policy for handwriting • Plan and deliver extra learning opportunities for creative writing, building on the start made last year, specifically using story recipes, scaffolded writing and vocabulary building work. • Write a school literacy policy, agreed with all stakeholders • Make use of staff expertise in dyslexia to provide additional support for some pupils. 	Personnel All staff	Time Scale Spelling resources purchased Term1 HLPP to be used for tracking audit in Nov Staff to agree handwriting policy term 2 Teaching of creative writing to be timetabled- HT to do QA Literacy Policy to be written in Term4	Resources Spelling resources READ WRITE INC online £154 Staff time to implement HLPP 4 hours per class Meetings 4x1 hour Literacy policy- on Parent Council agenda Term 3	Monitoring and evidence Evidence from pupils jotters, from assessment, from their own experiences by observation and by questionnaire SNSA Cluster moderation of writing

<p>Priority 3: Involve parents in anti-bullying project /curriculum development. Write school anti bullying statement including all stakeholders. This will specifically include work on internet safety and on self-esteem, tolerance and inclusion</p>		<p>National Improvement Priorities: 2- closing the gap 3- Improvement in children and young people’s health and wellbeing National Improvement Framework Drivers: parental engagement, inclusion and equality Quality Indicators (HGIOS? 4): 2.5 2.7 3.1</p>			
<p>What do we want to achieve for learners?</p> <p>Increase parental involvement and strengthen parental confidence in the school.</p> <p>To ensure equality and prevent bullying and/or prejudice.</p>	<p>How exactly are we going to do it?</p> <p>Term 3 whole school project will be on the Scottish Mace Values JUSTICE WISDOM COMPASSION INTEGRITY The project will focus on how these are lived out in our school and with parenst and pupils we will draft and antibullying policy towards the end of the term after the children have taken part in the RESPECT ME project and also looked at the UN Rights of a Child.</p> <p>Weekly lessons will focus on</p> <ul style="list-style-type: none"> • Staying safe – what to do • Online safety- what to do • Preventing bullying- how we can do this? • Restorative justice- making things right when they go wrong • Taking responsibility- for what happens next 	<p>Personnel</p> <p>All staff parents pupils community</p>	<p>Time Scale</p> <p>Term 3</p> <p>Staff will plan this project during term 2 3x 1 hour meetings</p> <p>Parent Council Meetings x 2</p> <p>Information evening about RESPECT ME Resources for parents in January ‘20</p>	<p>Resources</p> <p>No major costs other than working time for staff- TBC</p>	<p>Monitoring and evidence</p> <p>There will be a policy and curriculum programme in place.</p> <p>Parents will feel that they have taken part thoroughly and have contributed in a major way to this development.</p> <p>They will feel increased confidence in the school’s ability to prevent bullying and to deal with any issues that arise.</p> <p>They will partner the school is protecting our pupils online safety.</p> <p>Views will be gathered about this in Term 4 parent Council Meeting and by questionnaire.</p>

<p>Priority 4: Develop school's eco curriculum and achieve Eco School Green Flag status. Create a nature trail area in the school grounds.</p>		<p>National Improvement Priorities: 3- Improvement in children and young people's health and wellbeing 4: Developing the Young Workforce National Improvement Framework Drivers: parental engagement, employability Quality Indicators (HGIOS? 4): 3.1 3.3</p>			
<p>What do we want to achieve for learners?</p> <p>Pupils have increased opportunities to learn about climate change and their contribution to democracy.</p> <p>They will have increased knowledge of our local ecosystems.</p> <p>This will be a joint project with Parent Council.</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> • Pupils will take part in eco audit- led by Pupil Council • They will make an action plan • They will carry out actions • They will report this using Eco Schools Green Flag Award format and submit this. • Parents will assist with the construction of bike storage and a nature trail and fitness track in school grounds 	<p>Personnel</p> <p>All staff parents pupils community</p>	<p>Time Scale</p> <p>Rainforest whole school project Term 1</p> <p>Followed by Eco school project Term 2</p>	<p>Resources</p> <p>Nature Trail and Fitness track Approx. £4000 (Fundraising from School Fund)</p> <p>Bike storage £1200 (Fundraising from School Fund)</p> <p>Purchase of binoculars, bird watching kits etc £50</p> <p>Purchase of play equipment eg new bikes £300</p>	<p>Monitoring and evidence</p> <p>The school will regain Green Flag status</p> <p>Nature Trail and bike storage will be in place and being used.</p>

Use of attainment data

Pupils at Ollaberry School are assessed by a number of means in order to ensure they are making the best progress they are capable of. The Scottish Government uptakes electronic data which indicates what percentage of pupils in Primaries 1, 4 and 7 in each school have reached the expected level for their age. Many schools also publish this data in their School Improvement Plan. However because we have very small numbers of pupils in each year group, if we publish this data, it would be very easy to identify individual pupils and would compromise our duty of confidentiality. However if you wish to discuss with Mrs Raikes the trend of data, ie whether Ollaberry School pupils attain at the appropriate levels for their age and stage, you are welcome to do so.

The following assessment means are in regular use throughout the school session to ensure that every pupil's attainment is being closely monitored. This informs the plans which are in place for each individual child to make good progress.

- Teacher observations
- Regular individual teaching of each pupil
- Use of some tasks (probably every week) which check if a pupil is understanding a concept
- Tests- both those set by class teacher and bought tests/ end of unit assessments
- Online challenges and tasks which give teacher a feedback screen for each pupil
- Pupil's evaluation their own progress in discussion with their teacher
- Pupils using their 'My Learning Folder' to look at past achievements and to compare their current work to see improvements. This is very important for maintaining high expectations of themselves.
- Visiting staff and class teacher discussions
- Class teacher taking part in moderation activities with colleagues in other schools to jointly mark and assess pupils' work
- Pupils working with pupils from other schools to peer assess each others' work
- Learning support staff and class teacher have consistent expectations and discuss pupil's progress closely and regularly
- Scottish National Standardised Assessment- tests for pupils in P1/P4 and P7 -which all Scottish schools will participate in during this session.
- Younger pupils will be assessed using Highland Literacy screening materials during Primary 1 and 2

I can do well and get better at learning things.

We treat each other fairly. We think about what people need.

We are very tidy.

I love going on our trips, we go to interesting places.

It's good we have Pupils Council, we get a chance to talk about things to make our school better and sort problems out.

We have great bikes to play on. We are making a bike shed.

Our school building is very happy and bright and it makes me feel proud to see all our work.

I am very good at maths.

What a beautiful welcoming school!

I like EVERYTHING at school.

I love writing stories.

I like playing with my friends at school.

What do our pupils, staff and visitors say about our school?

We all play together and have fun.

I love looking at my work archive. I can see how I have got better at things and I feel good.

Doing the Scottish National Opera was brilliant.

The pupils have attained very high standards in learning multiplication tables and mental maths strategies.

Our dinners are yummy.

I like that we can do lots of sports, like fencing and basketball.

I have loved working at this school, the community are supportive and the school ethos is caring and compassionate.

We have lots of toys but you have to share nicely!

Our teachers are fun and amazing. They make school be so good for our children. We appreciate how hard they work and we have complete confidence in the head teacher and staff.

Ollaberry Primary School Teacher Working Time Agreement

on 35-Hour Working Week Session: 2019 / 2020

Full time teaching staff work 35 hours per week x 39 weeks per year plus 35 hours professional development hours per year.

Breakdown of Time Allocations	Agreed Hours
Parent Meetings (2 x 5 hours)	10
Staff Meetings (e.g., whole staff, staff groups) (2 per term @ 1.5 hours)	12
Assessment	16
Self Evaluation Audit (e.g., whole staff, staff groups) (Formally 1 per year @ 3 hours)	3
Preparation of Reports 4x5 hours	20
Professional Review (2 hours annually)	2
Curriculum development and planning significant learning experiences for tracking (approx. 1 per week @ 1 hour)	39
Meetings to discuss Support for Pupils (1 per term @ 2 hours)	8
Parent Council Meetings (1 per term @ 2 hours)	8
Flexibility /Other Agreed Activities / preparation etc	18.5

Teaching head teacher administration time

A teaching head in a 2 teacher school is allocated 8 hours of administration time per week. This is deducted from the 4.5 contact hours required during the school day.

The total per annum must be 136.5 hours (prim/sec) 136.5

Continuing Professional Development as it appears here must not be confused with the contractual obligation teachers now have to undertake 35 hours of CPD outwith the 35-hour, 39 week school year.