Ollaberry Primary School

Standards & Quality Report
# 2019-20

and

School Improvement Plan
2020-21

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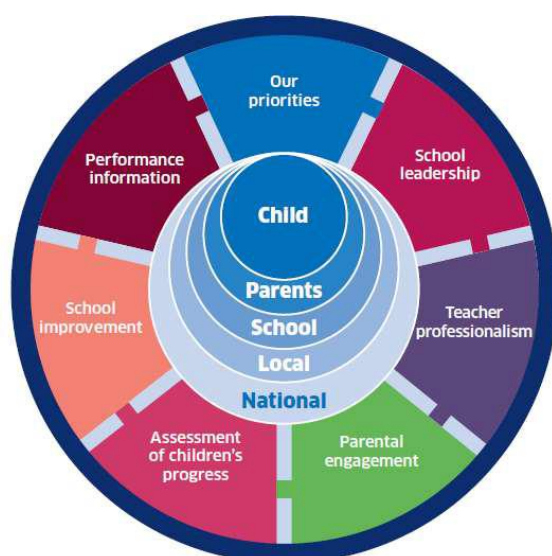
Ollaberry School is a happy, safe and creative school.

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.

Context of the School

Ollaberry Primary School is a small rural primary school in Shetland and is situated in the North mainland. The School serves the community of Ollaberry and the surrounding district, including Gluss to the south, Collafirth to the North and the eastern end of Ronas Voe to the west. For 2020-21 the School roll is 26. There are 2 classes split as P1-4, 13 pupils and P5-7, 13 pupils.

The school is managed by 1 newly appointed, temporary Acting Head Teacher. There are 4 class teachers, all of whom are part-time and one part-time ASN teacher. Three part time Learning Support Workers provide additional support for pupils. There are part-time specialist teachers of physical education (PE), music and art and visiting instructors provide instrumental music tuition.

Our clerical staff member works part time. We also have a visiting part time caretaker every fortnight and one part time, supervisory assistant.

Good links have been developed over the years between Ollaberry Primary School and the other schools in the North Mainland cluster. Effective links have also been established with local ELC settings and with the Home Visiting Education Service.

Ollaberry Primary School encourages parents/carers to be involved in the education of their children and has an "open door" policy. Parents are usually offered two appointments with their children's class teacher(s) annually. However, due to the period of remote learning in place from March to July, it was not possible for a second appointment to be offered. Pupil progress reports are distributed in Term 2 and Term 4.

Ollaberry Primary School has an up to date website from which handbooks, policies, blogs and other documentation can be viewed and downloaded. We also have a very active and supportive Parent Council.

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

- Our small size makes it easy to gather the views of each pupil about their school life and what improvements can be made.
- Pupils are able to engage with significant adults at many informal opportunities during the day and are encouraged and supported to share their views, contribute ideas and take forward developments in their school.
- Pupils in P4-7 have the opportunity to elect representatives to serve on the Pupil Council. These pupils attend regular meetings and consult with all pupils when appropriate.
- The Pupil Council meets on a regular basis and is proactive in generating ideas and initiatives
- The Pupil Council is consulted by school management on matters affecting the quality of learner experience.
- Learners' views are established using a variety of methods including informal discussions, the use of questionnaires, carousel and pupil council.
- A Focus Group of pupils met with the Head Teacher to let us know what changes they had seen from the current school priorities and what ideas they had for us to incorporate in taking forward next year's priorities.

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

- Annually we seek parental views on the work of the school and have used a variety of different methods to do this – on-line surveys, verbal comments at parents' events and questionnaires
- School staff were in weekly contact with a number of families during the period of remote learning from March to July.
- We seek comments on our work from the Parent Council at termly meetings.

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

- Our staff team is small and we work as a close team.
- Staff feedback is sought regularly at staff meetings.
- Annually, staff are asked to reflect on the progress of our current improvement plan and to consider priorities for the next year.
- Draft action plans, staff development activities, calendar of events and the working time agreements are all shared with staff.
- The final draft improvement plan and Standards and Quality Report is shared with all staff for comment.

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

- Following input from partners we ask them to share their views on the schools development work.
- The Head Teacher meets regularly with the Parent Council to discuss development priorities and to seek parental views.

Standards & Quality Report
2019-20

Progress made with the Priorities from our 2019-20 School Improvement Plan

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 progress Quality Indicators (HGIOS? 4):1.1, .1.2, 2.2., 3.2	
What did we want to achieve for learners? Pupils in P3-4 will be able to tackle 1 step problems with confident in a range of contexts. They will know the calculations required and will be competent and accurate in carrying them out. They feel confident mathematicians. Pupils in P5-7 will be able to tackle 2 step word problems	How exactly did we plan to do it? • 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 interest by offering real live challenges linked to real contexts, e.g. fundraising Open Day, construction projects.	Progress made Individual set homework x tables tasks used to engage parents/carers and pupils. Weekly class assessments tracked pupil progress. Engaging our pupils interest by offering real live challenges linked to real contexts, e.g. fundraising Open Day, construction projects was impacted on by COVID -19. Prior to lockdown, pupils engaged in opportunities in school and at after school club using budgets for baking, craft etc. NRICH maths website was also used to engage pupils in P4-7. Mixed	Next steps Embed tracking using National Numeracy and Mathematics Progression Framework (NMPF). Embed moderation within school by teaching staff including monitoring visits. Staff attend SEAL training. Staff attend Sumdog training. Continue use of holistic assessments and SNSA. Continue use of blog and Teams to support

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.		stage problem solving groups tackled problems with increased confidence.

'Numeracy talks' were timetabled weekly to support mental maths strategies and confidence with numbers.

SEAL maths used with learners who benefitted from additional support in numeracy.

HNPP has been introduced.

Some SEAL resources purchased.

Pupils have engaged with Sumdog during lock down. | homework.

Continue use of blog to share pupil achievement. |

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 did 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 did we plan to do it?** 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	**Progress made** Handwriting resources purchased and schemes agreed by staff. In term 2 pupils chose to take part in Radio 2 Creative Writing, 500 word short story competition. Pupils engaged in creation of 'character profiles' as part of Shetland Short Story competition.	**Next steps** Embed HLPP and track pupils' progress. Staff attend Emerging Literacy Training. Continue to build a 'bank' of resources. Staff increase awareness of Addressing Dyslexia

	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.	Toolkit. Purchase Clicker 8.
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	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	

What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
Increase parental involvement and strengthen parental confidence in the school. To ensure equality and prevent bullying and/or prejudice.	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 parents 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. Weekly lessons will focus on • 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	P1-3 Class engaged in Scottish MACE Values project. P4-7 class engaged in Right Respecting Schools project. Internet safety was planned for term 4 but this was disrupted by the COVID 19 Pandemic and lockdown. Learners in P5-7 engaged in using Glow in term 3 and 4. Power pints made for Internet Safety Day were uploaded and shared. Leaners in P5-7 set up with 'My World of Work' accounts and completed careers quizzes.	Whole school event - Safer internet Day (9 February). Involve parents on line or in school if possible. Agree and share a 'Promoting Positive Relationships' statement with pupils, staff and parents/carers. Involve pupils, parents, staff and partners in a whole school health and wellbeing project.
Priority 4: Develop school's eco curriculum and achieve Eco School		National Improvement Priorities: 3- Improvement in children and young people's health and wellbeing 4: Developing the	

Green Flag status.		Young Workforce	
Create a nature trail area in the school grounds.		National Improvement Framework Drivers: parental engagement, employability	
		Quality Indicators (HGIOS? 4): 3.1 3.3	
What did we want to achieve for learners? 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.	**How exactly did we plan to do it?** 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	**Progress made** This Priority was impacted on by the COVID -19 Pandemic and lockdown. Parents built bike storage shed. Bikes are stored safely in an accessible shed. Pupils are now able to independently store bikes away. New bikes were purchased for our P1-3 pupils.	**Next steps** Develop local area with support from local community and land owners. Pupils, parents, staff and partners develop a sustainable cross country run along burn next to school. Engage in STEM opportunities to build e.g. bridges over burn, signage etc.

School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners?
- The staff team work closely to ensure values and expectations are shared

- We have a strong understanding of our learning context and the life of our community

- We can plan ahead to improve learning but we also have the resilience to cope with more dynamic or unexpected changes such as the current COVID -19 pandemic

- Cluster support is very good.

- Teaching staff maintain their GTCS standards.

- Staff have opportunities to develop their leadership roles and responsibilities.

- Staff willingly take on leadership roles.

- Staff agree priorities for change and both individually and collectively work together to implement and develop improvement priorities.

- Head teacher guides the strategic direction and pace of change and creates opportunities for all staff to be fully involved in self-evaluation, agreeing priorities and implementing change.

- Pupils are involved in identifying and discussing development of the school's priorities.

How do you know? What evidence do you have of positive impact on learners?
- Most stakeholder groups are aware of our vision, values and aims

- Staff and pupils demonstrate our vision and our rights agreement through their work and behaviour.

- Staff have access to pastoral notes and take these in to account when planning for all learners

- 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 are supported through specific programmes of study and also through the supportive network of the school ethos.
- 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.

What are you going to do now? What are your improvement priorities in this area?
- Completed Vision Values and Aims document.
- We need to improve the way we share our school vision with stakeholders.
- We need to demonstrate accountability.
- To plan how we will 'live out or actualise that statement in terms of the day to day life of school and the way in which we all lead change.

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

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?
- 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 children's needs and our specific learning context
- 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 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

How do you know? What evidence do you have of positive impact on learners?
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 independent. They take responsibility for learning and they act on effective personalised feedback to improve.
- 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.

What are you going to do now? What are your improvement priorities in this area?
- We need to improve the way we plan our curriculum to take into account the division of the school into two classes.
- We need to improve the way we use the plan using Learning Outcomes to maximise opportunities for making connections between learning and ensuring there is a genuine application of skills not just knowledge.
- 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 its effectiveness in assisting us to plan next steps.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?
- 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.
- We consider and take into account the impact of lockdown on each individual learner

How do you know? What evidence do you have of positive impact on learners?
- 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.
- Our learners are have benefitted from the school's approach to reconnection and recovery following lock down.

What are you going to do now? What are your improvement priorities in this area?
- 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.
- We need to be vigilant in keeping this a high priority within our school community.
- We need to share this message effectively with or new staff members.
- Continue to consider learners lock down experiences and supportive interventions required.

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

Raising attainment and achievement (QI 3.2)

- How well are you doing? What's working well for your 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 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 achievement in all areas both in and out of school.
- 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.

How do you know? What evidence do you have of positive impact on learners?
- 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.
- 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.

What are you going to do now? What are your improvement priorities in this area?
- We need to improve the way we track progress using benchmarks.
- We need to raise attainment further in literacy and numeracy by targeting our School Improvement priorities.
- We have purchased clicker 8 and new handwriting resources.
- We will be introducing SEAL maths.
- We will take part in the STEM initiatives this session as part of the development of our developments of a cross country run, to promote ambition, promoting healthy lifestyles, social and emotional wellbeing , partnership working, engaging beyond school and employability skills.

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

School Improvement Plan
2020-21

<u>Factors Influencing the Improvement Plan</u>

School factors

- Ollaberry Primary School has adapted to school closure and learning from home in term 4 due to the COVID-19 pandemic lockdown during term 4.
- Ollaberry Primary School has a new Acting Head Teacher in post.
- Additional staffing is in place in school to implement advice for the Local Authority regarding measures to mitigate against the spread of COVID-19.
- All staff will take part in a professional performance review. Staff will speak about their achievements over the year and areas in which they wish to develop further taking into account the SIP.
- Ollaberry Primary School needs to continue to develop and implement a Digital Learning and Teaching Strategy.

- We have received £3,200 of Pupil Equity Funding

- We are committed to reducing bureaucracy and do this by ensuring all policies and procedures aim to ensure that workload is manageable

Local factors

- The North Mainland Cluster has also adapted to school closure and learning from home in term 4 due to the COVID-19 pandemic.
- It has been agreed at cluster level that transition is a priority for this session
- The North Mainland Community has suffered the loss of employment opportunities with the closure of Scatsa airport and the loss of the Moorfield Hotel.
- Local initiatives are in place to support families experiencing e.g. financial difficulties, loneliness etc.

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018
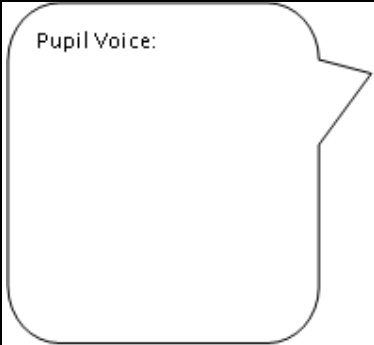- Digital Learning and Teaching Strategy

National factors

- National Improvement Framework
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
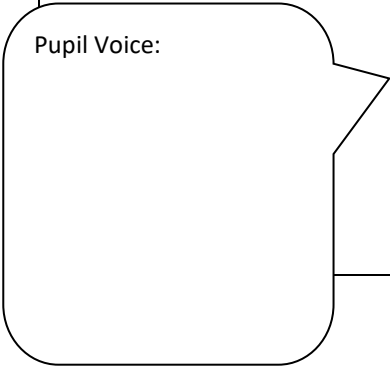
Improvement Priorities for 2020-21

The ongoing COVID-19 pandemic continues to impact on what happens in school and the targets we are able to set ourselves.

Priority 1: **Further Develop Northern Alliance Emerging Literacy Project across whole school and implement HLPP tracking.**		National Improvement Priorities: • raised attainment • closing the gap • assessment of children's progress Quality Indicators (HGIOS? 4):1.2 2.2			
What do we want to achieve for learners?	**How exactly are we going to do it?**	**Personnel**	*Time Scale*	*Resources*	*Monitoring and evidence*
Raise attainment in spelling/writing/reading/handwriting-especially any underachievement linked directly to barriers to learning.	Introduce use of Highland Literacy Progression Pathway to get an overview of pupils progress • Purchase extra spelling resources if needed • Staff use a consistent scheme for handwriting • Plan and deliver extra learning opportunities for creative writing • Make use of staff expertise in dyslexia to provide additional support for some pupils.	All staff Consultation with Partners e.g. Educational Psychology	Spelling resources purchased Term1. HLPP to be used for tracking. Teaching	Handwriting resources Read Write Count Scottish Book Trust resources Clicker 8 (PEF budget) Addressing	Pathway documents on pool. Staff gather evidence and from pupils jotters and monitor pupils jotters. Consultation on pupils own learning experiences SNSA Cluster moderation activities where

Pupil Voice:				
	• Staff increase awareness of Addressing Dyslexia Toolkit. • Staff access Emerging Literacy Training. • Use of Glow blogs/Microsoft teams to enable curriculum delivery across all stages. • Staff access clicker 8 training (PEF budget).	Pupils – for paired reading All staff Key staff	of creative writing to be timetabled. Monitoring of jotters in term 2 and 4. SNSA – Term 2. Term 2.	Dyslexia Toolkit POLAARResources SNSA training workshops Emerging Literacy Training	possible. Parental Engagement e.g. Read Write Count Scotland Read resources e.g. 'Paired Reading'

Priority 2: **To implement National Numeracy and Mathematics Progression Framework tracking across the whole school.**		National Improvement Priorities: • raised attainment • closing the gap • assessment of children's progress Quality Indicators (HGIOS? 4):1.2 2.2			
What do we want to achieve for learners? *These should be expressed in terms of **impact on pupils** and, where, appropriate, impact on staff, parents and carers.*	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
Raise attainment in numeracy and increase use of strategies to support numeracy acquisition in school and at home.	Analyse data and identify improvements to implement within stages. Continue to develop use of SEAL, implement NNMPF tracker document at all stages.	All staff All staff	Terms1, 2, 3 and 4. Term 2 Terms 1, 2, 3 and 4.	NANP tracker document Sumdog training for staff.	Embed tracking using NNMPF. Teachers plan and track using progressive curriculum pathways in numeracy. Use of 'completed' tracker as a tool for the handover of information at P7 – S1 transition points. Embed moderation within school by teaching staff including monitoring visits. Review meeting minutes. GIRFEC Plans. Staff views.

Pupil Voice:

				Staff attend SEAL training.	Classroom visits. Collegiate work between colleagues. Continue use of SEAL learning and teaching sheets, holistic assessments and SNSA.
	Use of Microsoft teams and Glow blog by teaching staff for homework.	Parents and staff	Term 2 Term 2/3	Number Notions Packs. Online Evening Session for parents with HT. Provision of appropriate IT equipment. Outdoor Learning training for staff	Parental Engagement. Continue use of blog and Teams to support homework. Continue use of blog to share pupil achievement.
	Explore approaches to using outdoor education as a means to facilitate effective learning and teaching in numeracy at all stages. Implement and evaluate strategies that facilitate this throughout the whole school environment. Provide opportunities for collegiate discussion and sharing of resources to support active outdoor learning.	Key staff	Term 2		Pupil engagement on Teams. Feedback from pupils

Priority 3: Reconnection and Recovery	National Improvement Priorities: • Improve employability skills • Improvement in children and young people's health and wellbeing Quality Indicators (HGIOS? 4):1.2 2.2 2.5 2.7				
What do we want to achieve for learners?	**How exactly are we going to do it?**	**Personnel**	**Time Scale**	**Resources**	**Monitoring and evidence**
Provide all learners with age appropriate activities that will increase their skills to use technologies safely and appropriately in learning, life and work.	Familiarisation with the Digital Technologies pathway developed by the LEA. Use this pathway to best suit the needs of learners in Ollaberry Primary School to ensure progression through early, first and second levels. Identify training opportunities within the pathway. Utilise skills within the staff to support this and ongoing ICT upskilling of other staff. Address digital divide children engage with new devices.	All staff Pupils	Term 2, 3 and 4	LEA Pathway Glow National Improvement Hub Local IT Hub Enhancing Learning and Teaching through the use of Digital Technology	Feedback from pupils and parents Pupil Engagement Staff views

	Audit current hardware and software and source new resources and equipment in line with Pathway.			
	Engage in professional enquiry to identify good practice through using technology to improve learning and teaching. Implement strategies that are appropriate to our setting.		Term 2, 3 and 4	
Provide all learners are provided with age appropriate activities that will support their health and wellbeing at school and out of school.	Continue to provide opportunities for identified children to access real life experiences on a weekly basis through development of cross country run. Design and build bridges, stiles and mini outdoor areas to support mindfulness activities. Explore approaches to using outdoor education as a means to facilitate development of STEM skills.	Staff Learners Parents (STEM Ambassado r) Active Schools PE specialis t	Term 3 and 4	PEF budget for building materials PEF budget for outdoor/run clothing for pupils

All learners develop shared understanding of how to Promote Positive Relationships with staff and the wider school community.	Develop and implement a Positive Relationships Statement with input from our learners, parents, staff and wider community.	Parents Staff pupils		Zen Schools training Zones of Regulation training and parents resources.	

<table>
<tr><td colspan="4" align="center">Development Time
Tuesdays 1510 – 1610 (unless otherwise stated)</td></tr>
<tr><td></td><td>Date 2020 – 2021</td><td align="center">Development Area</td><td align="center">Personnel</td></tr>
<tr><td>Term 1</td><td>10 August</td><td>Class set up / Reconnection</td><td>All Staff</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">Term 2</td><td>26 October</td><td>LEA Programme / Digital Literacy Skills</td><td>All Staff</td></tr>
<tr><td>27 October</td><td>LEA Programme / Digital Literacy Skills</td><td>All Staff</td></tr>
<tr><td>10 November</td><td></td><td>Teaching staff</td></tr>
<tr><td>26 November</td><td></td><td>Teaching staff</td></tr>
<tr><td>8 December</td><td></td><td>Teaching staff</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="6">Term 3</td><td>6 January</td><td>Self-evaluation and moderation – Quality Indicator 3.1 and the theme wellbeing</td><td>All Staff</td></tr>
<tr><td>12 January</td><td>Cross Country Run – tracking of project</td><td>Teaching staff</td></tr>
<tr><td>16 February</td><td></td><td>Teaching staff</td></tr>
<tr><td>18 February</td><td>Moderation – NNMPF</td><td>All Staff</td></tr>
<tr><td>25 February</td><td>Audit</td><td>All Staff</td></tr>
<tr><td>9 March</td><td></td><td>Teaching staff</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">Term 4</td><td>29 April</td><td></td><td>Teaching staff</td></tr>
<tr><td>4 May</td><td>Consider audit results and draft action plans</td><td>All staff</td></tr>
<tr><td>18 May</td><td></td><td>Teaching staff</td></tr>
<tr><td>3 June</td><td>Draft SIP/S&Q report</td><td>All staff</td></tr>
<tr><td>15 June</td><td></td><td>Teaching staff</td></tr>
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	In-Service Days
	Whole Staff Meetings
	Teaching Staff Meetings